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ABSTRACT

This document contains four issues of the National Council of Instructional Administrators (NCIA) Newsletter, which offers announcements of conferences, Exemplary Initiatives Award winners, and activities and reports from regional representatives about political, economic, and academic issues within states and regions. The February 2000 newsletter includes reports on "barrier-free movement" from specified associate degree programs to comparable baccalaureate degree programs; performance measures, institutional effectiveness, and other concerns related to accountability; access and developmental education issues; and a statewide initiative to develop a Virtual Campus for Wisconsin's Technical College System. The June 2000 newsletter includes a description of Maryland and Virginia's standardized procedures for assessment and placement into college level classes and South Carolina's Advanced Technological Education Center of Excellence, which is a statewide systemic initiative designed to increase the quantity, quality, and diversity of engineering technology graduates. The September 2000 newsletter presents the NCIA 2000-01 strategic plan and features Colorado Works!, an award winning statewide project to organize and expand the business-oriented training and education initiatives of the state community colleges. Emerging trends in developmental education are addressed on a state by state basis. In the December 2000 issue, the instructional technology design program at Cuyahoga Community College (Ohio) is discussed. (PGS)

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NCIA Newsletter, Volume 20

2000

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NCIA NEWSLETTER

Volume 20, Issue 1 *February 2000*

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AACC Activities

Each year NCIA hosts several events at the AACC Annual Convention. This year the 80th Annual Convention is April 8-11 in Washington, D.C. We hope that many of our NCIA members will attend and while at the Convention will take the opportunity to learn more about NCIA and our activities. In doing so you will connect/re-connect with professional acquaintances who will serve as a resource base for you as you provide leadership throughout the year. This year we have two events that we especially encourage you to attend. All of the activities are in the Washington Hilton, the AACC Conference hotel.

- **Reception** - Stop by the reception that NCIA co-sponsors with the National Council for Student Development (NCSD). The reception will be held Sunday evening, April 9, from 6:30 to 7:30 p.m. in the Thoroughbred Room.

- **Forum** - Come to the NCIA Forum and receive a copy of the "white paper" developed by the instructional administrators who participated in The Breckenridge Experience in July 1999. Position statements were developed in a process facilitated by Patricia Carter, Executive Director of the Consortium for Community College Development, for three areas of national concern: remedial/developmental education, accountability, and defining student success.

Dr. Carter will moderate a panel of persons who participated in The Breckenridge Experience. This will be followed by dialogue on these issues, including discussion of how instructional administrators can provide the leadership needed to address each of these areas of concern on their campuses. Please come and add your voice to this discussion. The Forum will be Monday, April 10, from 1:15 to 2:15 p.m. in the Map Room. Panelists are Suzanne Beal, Frederick Community College, MD; Jerry Weber, Heartland Community College, IL; and George Sussman, LaGuardia Community College, NY.

The NCIA Board of Directors meeting and the Annual Business meeting are Saturday, April 8th from 8:30 a.m. to 2:00 p.m. in the Adams Room.

One of the favorite NCIA traditions at the AACC Annual Convention is the Celebration Breakfast for award winners and invited guests. The breakfast offers an opportunity to meet the exemplary initiatives contest winners and hear more about their contributions to student learning. In addition, awards are presented to individuals who have made outstanding contributions to NCIA and to community college education. The Celebration Breakfast is Sunday, April 9, from 7:00 to 8:30 a.m. in the Map Room.

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Region 1 Report

Reports from Regional Representatives about political, economic, and academic issues within states and regions are featured in each issue of the Newsletter. This report comes from the Board of Directors Representative from Region 1, Dr. Charmian Sperling, Provost and Dean of Faculty at Middlesex Community College in Massachusetts.

Region 1 comprises eight states, only one of which was represented by a State Coordinator as of Summer 1999. Listed here are the Region 1 states and the current state coordinator for each, followed by a report from each state.

- CONNECTICUT — Carol Eaton at Manchester Community-Technical College
- MASSACHUSETTS — Cynthia Butters at Middlesex Community College
- NEW JERSEY — Eugene Giovannini at Burlington County College
- NEW YORK — George Sussman at La Guardia Community College

The State Coordinator's positions in Maine, Pennsylvania, Rhode Island, and Vermont are currently vacant.

Connecticut

Dr. Eaton has reported on two new statewide initiatives that are bringing together the twelve community colleges in that state under common guidelines and practices. The first is a newly-adopted faculty evaluation process developed by a joint labor/management team over a several-year period of time. The system, now in place, includes a student rating process for the first time. The instrument is not a commercially-prepared one; it was specifically developed for the colleges in which it will be used.

Excellent progress is being made in the development of a common course numbering system for courses offered by the state's twelve community colleges, as well. The goal is ease of student transfer among the community colleges as well as between the community colleges and the state's baccalaureate programs.

New Jersey

In New Jersey, the New Jersey Community College Academic Officers Association and the New Jersey State College and University Academic Officers have formulated and agreed upon a new "General Education Foundation for Associate in Arts and Associate in Science Transfer Programs in New Jersey's Community Colleges." The goal is to provide an efficient path for students transferring from New Jersey's community colleges to in-state baccalaureate programs, with full transfer of the associate degree and the same credit requirements for baccalaureate completion as that of native baccalaureate students. The community college foundation will satisfy 45 AA degree credits or 30-45 AS degree credits of the general education requirements, that apply, to native students at the receiving institution. Specific application of both Associate in Arts and Associate in Science coursework in spelled out in the agreement.

Massachusetts

In a similar vein, a revised Joint Admissions Agreement among the Massachusetts Community Colleges, The University of Massachusetts, and the Massachusetts State Colleges is now before the Board of Higher Education for approval. The goal is to facilitate "barrier-free movement" from specified associate degree programs to comparable baccalaureate degree programs within Massachusetts public higher education. Prior to this agreement, students were guaranteed admission into specified comparable baccalaureate programs upon meeting the requirements at the associate degree level, but had no assurance that all of their credits would transfer into the comparable baccalaureate degree. Under the proposed revision, students are guaranteed a minimum of 60 transfer credits, exclusive of developmental credit. They may not be required to complete more than 68 additional credits toward the baccalaureate degree unless the requirements of the specific baccalaureate program exceed 128 credits.

An additional feature of associate/baccalaureate articulation is the Tuition Advantage Program, through which Joint Admission students who graduate from community colleges with a minimum of a 3.0 GPA receive a 33% reduction on the Massachusetts resident tuition rate for up to two years at the state college or university to which they transfer.

Finally, Massachusetts educators are saddened to report on the death last month of Stanley Z. Koplik, Chancellor for Higher Education. Fifty-six years old, he died of complications from abdominal surgery. Judith Gill, who has worked closely with the colleges as a vice chancellor, has been named Interim Chancellor.

New York

Matthew Goldstein, former president of Baruch College/CUNY and Adelphi University, became Chancellor of CUNY in September. In keeping with the articulation theme already reported on within other Northeastern states, he has promised to enforce full recognition of community college general education credits by CUNY senior colleges.

Several CUNY actions relate to the place of developmental/remedial education within the CUNY system:

- The new policy ending remediation at the baccalaureate institutions took effect January, 2000, at Brooklyn, Queens, Hunter, and Baruch, and will take effect September 2001 at the remaining senior colleges.
- CUNY is introducing a new Proficiency Test of reading and writing that will be required for graduation from associate degree programs and advancement to the upper division in baccalaureate programs, effective with students admitted in Fall 1999.
- CUNY has also contracted with ACT to develop new standardized tests for placement in and exit from remediation.

There are significant community college leadership changes on the horizon for New York City; three of CUNY's six community colleges—LaGuardia, Kingsborough, and Queensborough—are currently conducting presidential searches.

Region 4 Report

This report comes from the Board of Directors Representative from Region 4, Dr. Jerry Weber, Vice President of Instruction at Heartland Community College in Bloomington, Illinois.

Listed here are the Region 4 states and the current state coordinator for each, followed by a report from each state.

- ILLINOIS — Patricia Granados at Triton College
- INDIANA — David Bathe at Ivy Tech State College at Lafayette
- MICHIGAN — George F. Keith at Oakland Community College
- MINNESOTA — Josephine Reed-Taylor at Minnesota Community and Technical College
- OHIO — Paul V. Unger at Owens Community College
- WISCONSIN — John Hamilton at Western Wisconsin Technical College

Region IV General Trends and Issues

Performance measures, institutional effectiveness, and other concerns related to accountability were cited by almost each state. Some states also mentioned state initiatives to review access and developmental education. It is not a coincidence that NCIA is developing a position paper to address some of these same substantial issues faced by many community colleges.

Another concern cited by the state coordinators is faculty and administrative turnover and the concomitant issues of searching for, identifying, and orienting new personnel. Other major initiatives running through states were virtual or web-based instruction and electronic library linkages. State higher education systems have an inherent interest in on-line courses and electronic resources since these raise policy issues for student attendance and institutional boundaries as well as for allocation of funding.

Illinois

Faculty turnover is rapidly changing Illinois community colleges. Some will see over 50 percent leave over the next five years. Recruiting the next generation of faculty and orienting them to the community college philosophy will be a major endeavor.

Another major issue for Illinois is the administration and governance of adult education. Currently, the Illinois State Board of Education is the governing system for adult education in Illinois; however, over 70 percent of credit hours of instruction are generated by the community colleges. This is more than a power struggle for control of a system. The differences cited are more often philosophical. Community colleges see adult education as tied to further education and postsecondary opportunities; others claim that community colleges will not be as responsive to the total needs of the students and may not be willing to provide instruction in some of the community locations where the students are.

Preparing for the Illinois implementation of the Workforce Development Act affects all community colleges although the impact varies greatly. Some colleges are planning curricular changes and

operational changes to accommodate the new system.

While Illinois community colleges have developed a performance-based funding system and spent considerable time developing state and local measures, what funding will be attached to this system is unclear.

The new statewide articulation system, the Illinois Articulation Initiative (IAI), is the most significant change in articulation since the system began. Panels of two and four-year faculty review courses and determine course coding and placement for statewide articulation. The hope is that IAI will eliminate much of the tedious school-to-school articulation that has been the bane of students and higher education staff.

Finally, it is worth mentioning that the central agency for community colleges is under the leadership of a former system president, Joseph Cipfl, and he has been committed to streamlining and accelerating what we typically think of as the bureaucratic functions of the system. For instance, program approval has been accelerated from a yearlong process to three months. This trend of accelerating processes and simplifying requirements is welcome and needed in a time when the business world expects rapid response from community colleges.

Indiana

Developmental Education is an important issue in Indiana. The state legislature has initiated a new exam, Indiana Statewide Testing for Educational Progress (ISTEP) which is to demonstrate that students are competent to graduate from high school. The goal is to reduce remediation need for high school graduates who enroll in institutions of higher learning. It is estimated that up to 20% of the high school students may not be successful in passing the exam. Assuming that is true, the new Community College of Indiana (CCI) System will be faced with new challenges.

Enrollments continue to increase statewide. This is certainly positive and the CCI system is excited about the continued growth. The challenge is one of developing resources as we continue to meet this challenge.

Faculty turnover in specific disciplines and programs is problematic. The private sector offers attractive salaries and benefits in technology-intensive areas. We continue to examine methods of recruiting a new generation of faculty who are dedicated to the community college philosophy.

Michigan

There is concern in Michigan with the state's involvement in developing performance indicators for higher education. Funding is currently stable; however, there is much concern among community colleges about capital and facilities funding. Many institutions need funding for facility maintenance and renovation. Regional job training centers are being created through the governor's office to address workforce investment issues.

Minnesota

Enrollment has increased this fall in Minnesota, with two-year colleges and state universities reporting a 6.6 percent increase over fall 1998. For the colleges in the Minnesota State College and University System, the increase signals a recovery from the semester conversion that took place statewide in 1998-99. During that period the colleges and universities experienced a 4.3 percent decrease.

The Minnesota State College and University System is developing a new allocation process for its institutions to be implemented in fiscal year 2002. Chief Academic Officers in Minnesota are serving on a number of task forces within the System to develop this process. Minnesota merged its technical colleges, community colleges, and state universities into one system. This new allocation process will unify the disparate funding procedures of the three former systems into one.

Faculty and administrative turnover continue to affect the two-year colleges in Minnesota. Many have taken advantage of incentives to retire early causing some dramatic changes at several institutions. Effective recruiting strategies are a major topic of conversation among academic officers throughout the State.

Transfer issues are also a focus for the academic officers in Minnesota. The recent accreditation of many technical colleges in Minnesota has generated discussions of the transfer of general education coursework among the colleges. The state is implementing DARS (Degree Audit Reporting System) to assist with transfer course evaluation at all of the state institutions.

An exciting teaching and learning opportunity was recently funded through the Minnesota State

College and University System to support emerging curriculum. Faculty and staff are applying through an RFP grant process for funds to support developing curriculum opportunities for the 21st century. Faculty are very excited to have a chance to obtain support for innovative and creative approaches to curriculum and the ways we serve students.

Ohio

Remediation has become an important higher education issue. The state is committed to reducing the remediation needed for high school students who enter higher education institutions.

A second important issue is the need to increase college graduation and attendance. All of Ohio is concerned that the college-going rate is not adequate. In order to increase the college attendance rate, next fall the state will begin offering assistance to community colleges in the form of increased state aid that will allow community colleges to reduce their tuition for persons who attend the community college.

An important academic support initiative for the state is the creation of Ohio Link, a system connecting libraries at all public postsecondary institutions and some privates. O-Links means that any student can access any public library at any college or university and enrolled private libraries. Once the student has identified needed materials, these will be delivered to the home library within 48 hours.

The new Ohio Learning Network is a state clearinghouse for distance learning courses offered by two and four-year institutions. Through this network a student can identify the availability of distance learning resources or courses.

In workforce development Governor Taft has tried to put together a response to the needs of the workforce investment act. Stakeholders are trying to identify ways to fund industrial skills development.

Faculty retirement is also an issue in Ohio with the need to attract qualified candidates. In Ohio the community college chief instructional officers have been a group instrumental in addressing these issues.

Wisconsin

A statewide initiative is underway to develop a statewide Virtual Campus for the Wisconsin Technical College System. The approach is to develop a collaborative model, with pooled resources and expertise, coupled with newly developed state standards for the concept. The Virtual Campus will build on the strong tradition of high quality technical education and a student-centered focus. It is planned that the Virtual Campus will be launched in the fall of 2000.

The Wisconsin Technical College System has received strong support over the years from the state legislature. Nonetheless, as conditions change, it is felt that we need to take a fresh look at the process of presenting our issues to the state. The Administrators Association (an organization that consists of the 16 technical college presidents, the State Director, and the Executive Director of the WTCS Boards Association) has organized a Legislative Committee to address these needs. Through the development of a strategic plan, the focus will be upon presenting the vision of the Wisconsin Technical College System as a solution for addressing the shortage of skilled workers in the state, and strengthening its leading position in the use of technology in education. In addition, there will be a series of activities designed to strengthen the advocacy skills of the members of the Administrators Association, in order to maximize the message delivered to legislators.

Conditions are changing nationally in the area of affirmative action. Wisconsin is a less diverse, rural state with diverse metropolitan areas. Therefore, the state needs to improve its focus on diversity. There are currently three statewide groups working on diversity issues. Nonetheless, there is a lack of a unified approach and direction. A statewide strategic planning session is scheduled for September, with the goal of developing a much stronger plan for addressing the needs of a diverse population.

Transfer of Credit is an issue in the state as a result of a provision of the state budget that calls for the WTCS State Director and the UW President to report to the legislature on transfer of credit between the two systems. Five areas have been identified for attention: general education transfer, degree completion, marketing and market research, program articulation, and policy development and oversight at the system level.

EXEMPLARY INITIATIVES WINNER

Below is one of the programs selected as a winner in the 1999 Exemplary Initiatives competition sponsored by NCIA. Awards were made at the 1999 AACC meeting in Nashville, Tennessee.

Winner in the Category of Exemplary Initiatives in the Use of Technology

Technology Enrichment Cooperative
Butler County Community College
Dr. Jackie Vietti, President

Two years ago, Butler County Community College (El Dorado, KS) embarked upon a $6 million multi-phase technology project which will provide voice, video and data access through information technology for students, faculty and college staff. Our objectives include providing students with optional enrollment processes including enrollment via Internet or through a telephone voice response system, faster response to financial aid requests and an efficient process to run degree audits not only for students' academic plans here but also for their transfer to other institutions. Additionally our plan will support on-line coursework and training to business and industry in their work locations and to students in their homes.

During this time, the Information Services division, through funding from a U.S. Department of Education grant, added three computer technician positions. The division reorganized its staffing patterns under the supervision of the college's chief information officer, another new position. However, it soon became obvious that the work involved in building a new technological infrastructure, while maintaining routine technical service for labs and faculty/staff offices, was overwhelming. IS staff were working 60-70 hour weeks and were still behind.

The answer to this problem, of course, was to increase the number of staff in the IS division. However, that was a challenge at a time when personnel budgets could not support additional payroll costs. With IT salaries at a premium and IT staff availability almost non-existent, the IS division came up with a plan to train students as in-house computer technicians to fill the gaps in our staffing patterns. Consequently, BCCC joins a small but growing number of educational institutions that are offering computer training to students and then hiring them to decrease labor costs and to increase in-house staff.

Thus was born the Technology Enrichment Cooperative Employee (TEC-E) program. TEC-E has two objectives: to provide an enriched learning environment for the TEC students moving from high school to BCCC and to help meet the service and support needs of the Information Services division. This program, although not limited to computer science majors, provides daily application of classroom theory and instruction to a hands-on work environment. The Division established the program with private monies.

TEC-E consists of a one week (40 hours) paid summer institute that provides hardware/software and network support training specific to the IS environment at the college. The students who participate (TEC Employees or TEC-Es) agree to provide a variety of IS services during their four semesters of enrollment at BCCC. The TEC-Es earn a differential student pay rate with regular increases as their experience grows. Their workload ranges from 15-25 hours per week each semester. Student selection is made by the IS staff.

Students applying for the TEC program must meet the following selection criteria:

- Have a high school diploma or equivalent.
- Complete the TEC application with an official transcript and supporting recommendations from instructors and employers.
- Have a demonstrated history of hardware/software or network experience.
- Attend and complete the TEC summer institute.
- Complete a financial aid application.
- Enroll in 12 hours or more.

We sponsored the first TEC Institute in August 1998. The Institute meets one week before fall semester classes begin. The agenda includes intense one-on-one training focusing on handling of the top ten daily computer and networking problems encountered by our faculty and staff.

The morning sessions include lab demonstrations with the afternoon sessions dedicated to fieldwork. Students learn computer set up, troubleshooting, software installation, memory upgrading, sound card installation, printer and computer care and maintenance, computer and network configuration, and customer service—to name just a few. Additional training occurs every day of the year because each day brings new items to learn. TEC-Es also are resources for entry-level users trying to master Office Suite, browsers, and other basic applications.

The latest challenge for the TEC-Es is to design, create, and man a help desk for the college. The cost of purchasing a pre-packaged software application rules out this option. Hence the TEC-Es will take on this task.

TEC is a win-win program. Our students learn increasingly more complex applications to give them skills needed in the IT world. They have a guaranteed job while they are enrolled at BCCC and have a first-class résumé when they leave. Their on-the-job experience, in relation to starting salaries, is in one of the ten highest hot community college programs and in the top 25 national hot programs. The college has a pool of bright, motivated, inventive workers to help service IT needs across the campus in student labs and faculty, staff and administrative offices. We also have an increase in the ratio of in-house computer technicians to computers. A visible result of the valuable services of the TEC-Es is the diminishing stack of service requests from faculty and staff as our technical environment has improved and our support services have increased.

As Aaron Brown, one of the TEC-Es, says, "It's been a great learning experience."

Contact Person: Tom Erwin
Phone: (316) 321-2222

Full descriptions of this program and the other 129 programs that were entered in the competition are found in the tenth edition of the book, *Community College Exemplary Initiatives*, a series that is published annually by NCIA. The current edition was mailed to all member colleges in mid-November. The book is also posted on the NCIA website (www.ncia.org).

NCIA Activities at the AACC 80th Annual Convention in Washington, DC April 8-11, 2000

Saturday, April 8
8:30 a.m. — 2:00 p.m.
Adams Room
NCIA Board of Directors Meeting and Business Meeting

Sunday, April 9
7:00 — 8:30 a.m.
Map Room
Celebration Breakfast
(Invitees and Guests)

Sunday, April 9
6:30 — 7:30 p.m.
Thoroughbred Room
Reception Co-sponsored by NCIA and NCSD
(All are invited to attend)

Monday, April 10
1:15 — 2:15 p.m.
Map Room
Forum 121: "The Breckenridge Experience"
Position statements for three areas of national concern: remedial/developmental education, accountability, and defining student success will be discussed and distributed.
(All are invited to attend)

Rocky Mountain Round-Up of Instructional Administrators

July 18-21, 2000 — Breckenridge, Colorado

The eleventh annual Rocky Mountain Round-Up of Instructional Administrators will convene July 18-21, 2000, at the Village Resort in Breckenridge, Colorado. Administered by Region VII of NCIA, in recent years the Round-Up has become a national event. Colleagues from eighteen states and Canadian provinces attended in 1999.

The Round-Up stages a professional development experience for instructional administrators using the highly-successful process and techniques of the acclaimed "Master Teacher Seminar" to design an especially interactive learning environment. The focus is upon vice presidents, deans, associate deans, division directors, and department chairs seeking the most effective leadership styles, pursuing better ways to accomplish critical tasks, and sharing/showcasing administrative accomplishments. Each participant comes to the seminar seeking a solution to an administrative challenge and prepared to share an innovative/successful approach to an administrative function.

Breckenridge is an old mining town that has become a world-class ski resort. Located north of Lake Dillon in Summit County and flanked by such other towns and resorts as Keystone, Dillon, Silverthorne, Frisco, and Copper Mountain, Breckenridge is now the hub of a vast array of recreational opportunities in the summertime as well. The Village Resort, perched at the "top of the town," boasts a range of comfortable lodging opportunities. The town features innumerable shops and many fine restaurants. The western entrance to Rocky Mountain National Park is slightly over an hour's drive away.

The registration fee of $275.00 covers all participant meals, except one, for the three days. Excellent lodging at reasonable rates ($89.00 and up) is arranged directly with the Village Resort (1-800-800-7829). Flights arrive at Denver International Airport from throughout North America. Passengers are picked up on a regular schedule and shuttled from DIA to Breckenridge by the Resort Express (1-800-334-7433: $41.00) in just one hour and a half.

For application forms and further information, call Diana Payne/Carlton Williams at Colorado Northwestern Community College (970-675-3224) soon. Plan a vacation week in the scenic Rockies, and COME TO THE ROUND-UP!

Rocky Mountain Rendezvous of Master Teachers

September 27-30, 2000 — Meeker, Colorado

The eighth annual Rocky Mountain Rendezvous of Master Teachers is scheduled for September 27-30, 2000 at Sleepy Cat Guest Ranch, 17 miles upriver from Meeker, Colorado. The seminar will begin late Wednesday afternoon and close with brunch on Saturday. Exclusive of travel costs to arrive at Sleepy Cat Guest Ranch, the $220.00 per participant seminar fee (which covers all food and lodging) is one of the best bargains in faculty development available anywhere.

Presented by the National Council of Instructional Administrators, co-hosted by Colorado Mountain College and Colorado Northwestern Community College, the Rendezvous uses the highly successful process and procedures of the "Great Teacher Seminar" to design an especially interactive learning environment to meet the needs/interests of the specific group assembled. The Rendezvous has been especially well received with faculty from as many as eleven different colleges participating in a particular session. In addition to Colorado institutions, colleges in Wyoming, Nebraska, Kansas, Missouri, New Mexico, and Texas have been represented in recent years. If your state/region does not have an active, on-going "Great Teacher Seminar," consider sending two or more faculty to the Rocky Mountain Rendezvous 2000.

Sleepy Cat Guest Ranch is an aggregate of housekeeping cabins clustered around a central lodge serving delicious meals. It is nestled in the scenic White River Valley and bounded by the White River National Forest. Opportunities for outdoor recreation abound: trout fishing in the White River, horseback riding, hiking into the pristine Flat Tops Wilderness, and canoeing Trappers Lake to name but a few. Adequate free time is built into the three-day seminar to enjoy the area. The site is easily reached by car from anywhere in the region. By rental car it is only a two-hour drive from regional airports in Grand Junction, Eagle, and Hayden, Colorado!

For brochure, application form, and additional information call NCIA Past President Carlton Williams (Administrative Assistant Diana Payne, 970-675-3224) at Colorado Northwestern Community College today. Plan early, budget for the event, and send a couple of your best faculty to the Rocky Mountain Rendezvous!

2000 NCIA Elections

Each year the membership of NCIA elects persons to serve on the National Board of Directors of the organization. In alternate years, elections are held for odd numbered and even numbered regions. In 2000, the vacant seats on the board are in the even numbered regions. Below are the candidates who have been nominated to run for the vacancies. After marking your ballot (found on the bottom of this page), please mail it in by March 15. You may photocopy this page instead of mutilating your copy of the newsletter.

REGION 2 (DE, DC, MD, NC, SC, VA, WV)

Suzanne Beal — Vice President, Academic Affairs and Dean of the College at Frederick Community College in Maryland.

REGION 4 (IL, IN, MI, MN, OH, WI)

Jerry Weber — Vice President of Instruction at Heartland Community College in Illinois.

REGION 6 (AR, LA, OK, TX)

Laurelyn Carlisle — Dean of Instructional Services, Central Texas College, Killeen, Texas

REGION 8 (AK, ID, MT, NV, OR, WA)

Faith Hodges — Director of Research and Planning at Flathead Valley Community College in Montana.

AT-LARGE REPRESENTATIVE

Fredrick Blackburn — Associate Provost for Instruction (CIO) at New Mexico State University at Carlsbad, a two-year campus of the New Mexico State University System.

Please vote only for the individual running from the Region in which your college is located.
All may vote for the At-Large Representative — Space is provided for a write-in candidate
You may photocopy this page instead of mutilating your copy of the newsletter

VOTE ONLY IF YOUR COLLEGE IS LOCATED IN THE REGION INDICATED:

Region 2	Votes from: **DE, DC, MD, NC, SC, VA, WV**	☐	Suzanne Beal
		☐	Write in: _____
Region 4	Votes from: **IL, IN, MI, MN, OH, WI**	☐	Jerry Weber
		☐	Write in: _____
Region 6	Votes from: **AR, LA, OK, TX**	☐	Laurelyn Carlisle
		☐	Write in: _____
Region 8	Votes from: **AK, ID, MT, NV, OR, WA**	☐	Faith Hodges
		☐	Write in: _____

ALL NCIA MEMBERS MAY VOTE FOR THE AT-LARGE POSITION:

At-Large Representative	☐	Fredrick Blackburn
	☐	Write in: _____

Please return the ballot by March 15 to: **Dr. Susan McBride, President**
Jefferson Davis Community College
P. O. Box 948
Brewton, AL 36427

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On The Web

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In This Issue...Reports from Regions 1 and 4

NCIA

Serves Over

4,300 Members

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NCIA NEWSLETTER

Volume 20, Issue 2 *June 2000*

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President's Message

As I prepared to write this brief message as the new NCIA president, I reviewed the messages from previous Council presidents. In each there was a familiar theme: change and challenge. This year is no different. Threats and opportunities present themselves daily. We have challenging issues to deal with, clear solutions are rarely apparent, and survival seems to rely on our abilities to motivate people to change—from legislators who at times need to change their perceptions of the value of community colleges and the breadth of our work to faculty who sometimes resist the changes required by technology and under-prepared students.

Susan McBride
President

While I certainly will not promote NCIA as the solution to all your problems, I do encourage you to take a careful look at the newsletter for practical ideas that will help you perform in your role as an instructional administrator. One of the most valuable sources of ideas comes from the NCIA Exemplary Initiatives Competition. The winners for 2000 are announced in this issue. However, don't forget all the good ideas that are to be found in the books describing winners and participants from previous years' competitions. These one-page descriptions of programs that are working in a college like yours can really be idea-starters.

As noted in previous issues of the newsletter and throughout this one, the Breckenridge Experience was a wonderful success. The paper from that colloquium is included in this newsletter. It addresses student success, developmental education, and accountability. I hope you will read it, SHARE it with others, and involve your college in the follow-up initiatives described in the cover letter to the paper.

I collect one-liners, those bite-sized, often witty, expressions that seem to capture truth so eloquently. One, by Max DePree, provides some great advice, "When you can't change the direction of the wind, adjust your sails." It is my goal, along with our NCIA Executive Board, to provide you with the kind of information and ideas that will help you adjust your sails.

Susan A. McBride

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INSERTED INTO THE MIDDLE OF THIS ISSUE:
The "Breckenridge Experience" Paper

NCIA AT AACC

The NCIA activities at the AACC Annual Convention in Washington, DC provided excellent opportunities for instructional administrators to communicate with, and learn from, each other. Thank you to all who attended them.

As always, the highlight of NCIA's involvement in the Convention was the **Celebration Breakfast**. Exemplary Initiatives Competition winners were announced. With so many of the winners present to briefly describe their initiatives, the breakfast was not only a celebration, it was also a great learning opportunity. Highlights of the winning initiatives will be provided in this issue and in upcoming issues of the newsletter.

Three special awards to individuals were also presented. Skip Gillum, Vice President for Academic Affairs at Casper College in Wyoming, was presented the award for Outstanding NCIA State Coordinator.

(left to right) Mike Tacha, immediate Past-President of NCIA; Skip Gillum, State Coordinator for Wyoming and winner of the award for Outstanding NCIA State Coordinator; and Russ DeVriendt, Region 7 Representative

Janet Portolan, Vice President at Fullerton College in California, was presented with the award for Outstanding Service to NCIA for her work with the NCIA Board. In addition to her service as a Past-President of the organization, Janet was the force behind the Breckenridge Experience, NCIA's first national colloquium. This very successful endeavor is referred to throughout the newsletter and will provide the basis for discussion of issues critical to instructional administrators in the coming years.

(left to right) Susan McBride, President of NCIA; Janet Portolan, a Past-President of NCIA and winner of the award for Outstanding Service to NCIA; and Mike Tacha, Immediate Past-President

NCIA presented its Award for Service to Community Colleges to David Pierce, President of AACC. Dr. Pierce has had a long and successful career in service to community colleges. He is retiring soon and his leadership will certainly be missed.

The **NCIA Forum** provided a panel discussion of the paper developed by the Breckenridge Experience participants. The paper was distributed for the first time at the Forum and is included in this newsletter, as are follow-up initiatives. It provides a basis for discussion of three issues that are critical to us: student success, developmental education, and accountability.

The **Reception** co-hosted by NCIA and the National Council for Student Development (NCSD) again provided an opportunity to share ideas in an informal setting. It was well attended as always and, if the noise level in the room is any indication, it was a very successful reception.

NCIA's Web Address has changed. It is now:

nciaonline.org

1999-2000 Exemplary Initiatives Awards Competition Winners

At the annual NCIA Celebration Breakfast held April 9 at the Washington Hilton, the 7 Winners and 10 Honorable Mentions of the 2000 NCIA Exemplary Initiatives Competition were officially announced. They were recognized with special plaques commemorating their institution's outstanding achievement. Sharon Bradwish-Miller, Director of Awards noted that the panel of judges commented that judging the over 200 submissions was very difficult due to the exceptional quality and uniqueness of the entries.

Full descriptions of these programs and the other 188 exemplary initiatives entered in the competition will be published in the eleventh edition of the book *Community College Exemplary Initiatives*, an annual publication of NCIA. Winning programs will also be highlighted in the NCIA newsletter (see page 10).

WINNING PROGRAMS

Developmental Education

Success Portfolio
John A. Logan College, CEO: Ray Hancock

External Partnerships And Collaboration

Collaborative Pilot Program to Provide Dental Sealants, Dental Services, and Educational Programs to Needy Public School Second Graders
Fayetteville Technical Community College, CEO: Larry Norris

Workforce Development

Kingwood College Student Research Respiratory Care for the Aging
Kingwood College, CEO: Linda Stegall

Colorado Works
Colorado Community College & Occupational Education System, CEO: Dorothy Horrell

Enhancing Student Learning

Service Learning
Miami-Dade Community College, CEO: Eduardo Padron

Instructional Design Development Program
Cuyahoga Community College, CEO: Jerry Sue Thornton

Enhancing Student Learning with Web-Based Workplace Education
Lexington Community College, CEO: James Kerley

HONORABLE MENTIONS

Developmental Education

Bridging Learning Support Students to Academic Programs: Bridges to Algebra
Georgia Perimeter College, CEO: Jacquelyn Belcher

Integrated Studies Communities: Supporting the At-Risk Student
Parkland College, CEO: Zelema Harris

External Partnerships And Collaboration

Amentech InterConnect
College of DuPage, CEO: Michael Murphy

Global Partners—The Virtual Company at Rock Valley College
Rock Valley College, CEO: Roland Chapdelaine

An Effective External Partnership
Georgia Perimeter College, CEO: Jacquelyn Belcher

Workforce Development

Manufacturing Skilled Trades
Richland Community College, CEO: Charles Novak

Project CREW
Ozarks Technical Community College, CEO: Norman Myers

Enhancing Student Learning

Enhancing Cross-Cultural Learning in the Urban Community College
Richard J. Daley College, CEO: Mark Warden

Vocational Training Volunteer Service Programs
Malcolm X College, CEO: Zerrie Campbell

Synergistic Teaching: Linking Students, Faculty, Community, and Content
Hutchinson Community College, CEO: Edward Berger

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Winners from the Exemplary Initiatives Competition

Enhancing Student Learning

(left to right) Mark Warden, Daley; Cecile Regner, Malcolm X; Jon Alexiou, Miami-Dade; Zerrie Campbell, Malcolm X; Josh Young, Miami-Dade; Jerry Sue Thornton, Cuyahoga; Ed Berger and Randy Myers, Hutchinson; and Ron Fen Li, Malcolm X

External Partnerships & Collaboration

(left to right) Beth Paul Peterson, Dawn Wagner, and Jim Whitman, Rock Valley; Virginia Carson and Jackie Belcher, Georgia Perimeter; Christine Kickles, Bernard Fradkin, and Denise Cote, College of DuPage

Developmental Education

(left to right) Kathy Lively and Kay Fleming, Logan; Virginia Carson and Jackie Belcher, Georgia Perimeter; Rich Lake, Parkland; and Ray Hancock and Phillip Minnis, Logan

Workforce Development

(left to right) Dorothy Horrell, Colo. Comm. Coll. & Occup. Educ. System; Betty Kyger, Richland; Linda Stegall, Bill Scott, and Katherine Persson, Kingwood

BRECKENRIDGE PAPER WELL RECEIVED AT AACC

The result of a national invitational working conference of NCIA leaders held in Breckenridge, Colorado last July—"The Breckenridge Experience: Reframing the Conversation About Student Success"—was distributed for the first time at NCIA's forum at the 2000 Annual AACC Convention in Washington, DC.

The paper offers a perspective on three significant issues challenging community college instructional administrators: developmental education, student success, and accountability. Each of these topics has been discussed widely in a variety of forums. For the first time, instructional administrators—represented by NCIA—have put forward a thoughtful formal statement on these issues.

NCIA hopes that the position paper will provide support to instructional administrators across the country as they engage representatives of other sectors in dialogue on these issues. In some cases, instructional administrators may find it useful to share the document with others (other administrators, Boards of Trustees, legislators) as a means of promoting constructive dialogue.

The NCIA Board urges its members to consider the "next steps" suggested in the paper as starting points for disseminating and discussing the ideas presented.

To improve the utility of the document, NCIA is currently soliciting from its membership information on campus programs which reflect the principles presented in the position paper (see enclosed letter to the membership). By including model programs as well as an extensive resource list on each issue, we expect the final monograph—due in spring 2001—will be a tool with long-range impact and usefulness in colleges across the country.

Responses to the ideas included in the position paper can be directed to your regional representative or any member of the NCIA Board.

Check in today to NCIA's Web Site

nciaonline.org

Region 1 Report

Reports from Regional Representatives about political, economic, and academic issues within states and regions are featured in each issue of the Newsletter. This report comes from the Board of Directors Representative from Region 2, Dr. Suzanne Beal, Vice President of Academic Affairs at Frederick Community College in Maryland.

Region 2 comprises six states. Listed here are the states and the current state coordinator for each, followed by a report from each state.

- MARYLAND — Michael Parsons at Hagerstown Community College
- NORTH CAROLINA — Dan Krautheim at Wayne Community College
- SOUTH CAROLINA — Charles T. Muse at Florence-Darlington Technical College
- VIRGINIA — George Edwards at Lord Fairfax Community College
- WEST VIRGINIA — Linda Wilkinson at Marshall Community & Technical College

The State Coordinator's position in Delaware is currently vacant.

Region 2 General Trends and Issues

The community colleges in the Mid-Atlantic region, like other parts of the country, are struggling with the issues of developmental education, student success and accountability identified in the Breckenridge Report. Maryland and Virginia, for example, have standardized procedures for assessment and placement into college level courses. Several statewide efforts such as SC ATE Center of Excellence: Reforming Engineering Technician Education are designed to improve retention. North Carolina and Maryland are revisiting performance accountability measures. In addition, we are all engaged in efforts to enhance distance learning programs. The following state reports are indicative of the range of community college initiatives across the region.

This fall, the College Board, along with Chesapeake College and Burlington County College, will host the seventh annual Celebrating Learning Conference, a regional opportunity for faculty and administrators to share best practices and model programs. The state coordinators of the region hope to use that venue to share promising solutions to common problems and to further NCIA initiatives across the region.

Maryland

The faculties in developmental disciplines have standardized the procedures for assessment and placement. The colleges have agreed to use either Accuplacer or Compass and have agreed to common cut off scores as well as the protocols for testing. The groups plan to continue to meet to enhance the comparability of developmental course work and to study the reliability and validity of the current assessment agreement.

Last year the two and four year faculties developed an articulation agreement for Early Childhood Education to enhance transfer from the colleges' AAS programs. Currently, a major initiative is underway to develop a stateside articulation for elementary and secondary education programs. Representatives from the two and four year programs will meet this summer to finalize the program.

We have also been working with the secondary schools to enhance college readiness. The mathematics faculties have been meeting for the past two years to develop "bridge goals" between skills necessary for high school graduation and those for entry into college level mathematics. Similarly, on May 5, a group of secondary, community college, and four-year faculties met to begin the conversation on college level writing skills. The focus of the program was a joint norming session of writing samples used to place students in college level courses.

To meet the demands for distance learning the community colleges have formed the Maryland Community College Teleconsortium, a collaboration for sharing distance courses. Recently, MCCT joined with Maryland On-line, a voluntary intersegmental collaboration, to create Maryland's distance learning portal. (http://marylandonline.org).The collaboration received a $700,000 grant from the Maryland Higher Education Commission to train faculty in the development and delivery of distance courses.

Another technology effort is being sponsored by Hagerstown Community College. The college will host a summer seminar on the application of CD-ROM , its utility in fostering real-world simulations in the classroom, and the development of SCANS skills on the part of faculty.

The focus of the Maryland Council of Community Colleges Deans annual conference is faculty load and changing teaching responsibilities. We are increasingly concerned that the traditional ways of conceptualizing and quantifying faculty work no longer serve the needs of our institutions.

North Carolina

During the 1999-2000 year the North Carolina General Assembly increased the amount of operation funds for the colleges in the System. This increase was funded by the Workers Trust Fund, which allowed the colleges some new program startup funds as well as equipment.

Senate Bill 1366, was originally passed by the '98 General Assembly to create performance measures and standards for the community college system. Fortunately, a task force was created made up mostly of community college presidents to develop critical success factors which became the basis for an accountability system. There were five recommendations of this task force, one of which included the establishment of 12 performance measures and standards of accountability approved by the State Board of Community Colleges. Among the performance measures are items such as; the progress of basic skills and developmental education; passing rates for licensure and certification exams; goal completion of both graduates and stop-outs; satisfaction of graduates, non-completers, employers and clients who use customized training. Colleges with outstanding performance in the System will be permitted to transfer funds, previously reverted to the State, from the current academic year into the next academic year

The Virtual Learning Community project was also launched during 1999-2000 year. The NC Community College System is coordinating the development of 10 web-based courses using Blackboard. This software is currently being purchased at a discounted price throughout the state to be used as a platform for the development of web-based and web-enhanced courses. In 2000-2001 the System Office, working with the faculty of the colleges, plans to develop 50 courses which will be available to all 58 colleges in the fall 2001.

Hurricane Floyd and the ensuing floods that occurred in September 1999 devastated eastern NC. The recovery efforts from these floods will take years to accomplish; however, many community colleges throughout the state are training construction workers to help rebuild the over 3600 homes destroyed. Although few of the community colleges had substantial damage from

NATIONAL COUNCIL OF
INSTRUCTIONAL ADMINISTRATORS
Leadership ♦ Innovation ♦ Advocacy ♦ Development

TO : NCIA Members

FROM: NCIA Board of Directors

SUBJ : Enclosed Position Paper—OPPORTUNITY TO RESPOND

DATE: June 6, 2000

The National Council of Instructional Administrators (NCIA), the 4500-member affiliate of AACC, sponsored an invitational working conference of instructional leaders last summer in Breckenridge, Colorado. At the January meeting of the NCIA Board of Directors, the Board adopted the enclosed position paper, "The Breckenridge Experience: Reframing the Conversation About Student Success." The paper identifies three issues of current concern to instructional administrators which have been widely discussed by people both in and out of community college education. This position paper is NCIA's effort to bring forward the viewpoint of instructional administrators on these issues. We hope you will read the paper, find it useful in your work, and share it widely.

We intend to expand the paper into a monograph—with your help. For each of the three issues, we want to add examples of model programs which reflect the principles outlined in the report, bibliographic sources, and other resources which would assist readers in addressing the scope of these issues.

In order to develop this monograph, we invite you to submit information about programs at your campus for possible inclusion in the monograph. To submit programs, send the following information

- a 1-2 page description of the program, including specific objectives, program features, and significant outcomes
- the name and address of a contact person (including phone number, fax number and email address)
- bibliographic sources which influenced the development and implementation of the program
- other resources (people, organizations, journals, newsletters, websites) which may have guided your work

[see reverse for information on submitting proposals]

AN AFFILIATED COUNCIL OF THE AMERICAN ASSOCIATION OF COMMUNITY COLLEGES
Inquiries: Donald R. Goss, Executive Secretary, NCIA, P. O. Box 210040, Nashville, TN 37221-0040
Phone Toll Free: 1-800-879-2270, Access 00 • FAX: (615) 662-4709 • e-mail: ncia@home.com

To insure consideration for inclusion in the monograph, send your proposal **no later than July 15, 2000** to:

Janet Portolan
Vice President, Educational Support and Planning
Fullerton College
321 East Chapman Avenue
Fullerton, CA 92832

telephone: 714-992-7091 (direct) 992-7094 (administrative secretary) fax: 714-526-6651 email: jportolan@fullcoll.edu

Our plan is to develop the monograph in fall 2000, forward it for consideration and endorsement by the AACC Commission on Academic, Student, and Community Development. We expect the monograph to be available to members in spring 2001.

We encourage your participation in and contribution to this project.

the floods themselves, many of the students, faculty and staff of these colleges lost all of their possessions.

A web site has been developed to facilitate communication among the state's community colleges and between the state and NCIA.

South Carolina

An exciting new approach to technician preparation is greatly improving student recruitment and retention in engineering technology programs in South Carolina's technical college system. The South Carolina Advanced Technological Education (SC ATE) Center of Excellence is a statewide systemic initiative designed to increase the quantity, quality and diversity of engineering technology graduates throughout the state's 16 technical colleges. SC ATE offers an integrated, problem-based curriculum; recruitment and retention strategies; mechanisms for program improvement; and a cadre of well-trained faculty ready to respond to the diverse learning needs of students.

Students in SC ATE classes are given real-world, industry-validated problems and, working in teams, simultaneously learn the mathematics, physics, communications and engineering technology skills needed to solve the problems. Retention rates for ATE classes range from 71-100%, significantly above the typical retention rate of 50% for open enrollment associate degree programs nationally.

Virginia

Developmental Education – A statewide task force headed by Ann Bartholomy from Southwest Virginia Community College studied the placement testing process and recommended a standardized nationally normed placement test with common cut scores. ACT Compass will become the standard for placement testing in the Virginia Community College System effective Fall, 2000.

VCCS Online – A new tool was unveiled in Fall, 1999 to provide students and prospective students with information about alternative delivery courses at all Virginia community colleges. More than 800 courses are listed and that number is expected to grow rapidly. VCCS online can be found on the VCCS system's home page at www.so.cc.va.us.

Center for Teaching Excellence – Five regional teaching excellence centers have been established to foster "peer interaction, cooperative learning, and scholarship." The purpose of the centers is to enhance the quality of learning by helping "faculty to teach enthusiastically, with the latest discipline knowledge, instructional practices, and technological advances." For more information, view the web site at: www.so.cc.va.us/vcprodev/pdindex.htm.

West Virginia

West Virginia legislature recently passed legislation that reorganizes higher education in the state. Details of the reorganization are still being worked out and the next year will be a year of transition for all of higher education in the state.

Region 8 Report

This report comes from the Board of Directors Representative from Region 8, Faith Hodges, Dean of Educational Services at Flathead Valley Community College in Kallispell, Montana,

Listed here are the Region 8 states and the current state coordinator for each, followed by a report from each state.

- IDAHO — Jerry Gee at North Idaho College
- MONTANA — Kathy Hughes at Flathead Valley Community College
- NEVADA — Elsie L. Doser at Truckee Meadows Community College
- OREGON — Larry Warford at Lane Community College

No report was available from Washington. The state coordinator's position for Alaska is currently vacant.

Idaho

The two publicly funded community colleges in the State of Idaho have been working in cooperation with the four-year colleges and universities to develop state-wide cut-off scores for placement of students in Math and English

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classes, using the COMPASS, SAT, and ACT tests.

This, coupled with the common course numbering system developed a year ago in the State of Idaho, should provide students with the resources they need for a seamless education experience regardless of where they start in the Idaho higher educational system.

Montana

Montana has an interesting higher education system. Approximately six years ago, the state's Colleges of Technology were merged into the Montana University System. The schools were more or less geographically aligned with and report to either Montana State University or University of Montana. The state's three public community colleges remain outside this system and have separate legislative and higher education governing regulations. This has, at times, been both advantageous and difficult.

At present, the Montana University System (including the Colleges of Technology) is in the process of developing a common course numbering system. Although the three public community colleges are not participating in this project, the community colleges have well established articulation agreements with the State's four-year colleges and students encounter very few difficulties in transferring.

Partnerships between two-year and four-year institutions to offer bachelor's degrees and graduate programs on two-year campuses are growing in Montana. Flathead Valley Community College, for example, offers degree programs cooperatively with the University of Montana and the University of Great Falls, a private Catholic college. Some programs are offered via distance delivery and some with local instructors or University instructors travelling to the Community College. Montana will be one of four states participating in a Testing Costing Methodology Project for the Western Cooperative for Educational Telecommunications and the National Center for Higher Education Management Systems. Within Montana, participating institutions will be the University of Montana/Missoula, Montana State University/Billings, Montana State University/Bozeman, and Flathead Valley Community College. This project will provide a template for examining all the costs involved in bringing programs to the two-year campuses.

Nevada

The UCCSN (University and Community College System of Nevada) is undertaking a common numbering system for all courses taught in the post-secondary institutions in Nevada. The renumbering and course descriptions alignment will facilitate transferability for all students. The project is targeted to be finished early this fall.

Nevada will be adding its first four-year college to the UCCSN in Henderson, Nevada. UCCSN currently has four community colleges, two universities, and two research sites. The addition of the four-year college to the System will add new career options for Nevadans.

Truckee Meadows Community College and Washoe County School District have developed a partnership to develop a regional technical center where students from the district will share facilities and courses with community college students. The first step of the project was undertaken this fall when several of the district's space-intensive programs moved to the college's newly remodeled technology institute. The district acquired land near the college's facilities, and joint facility planning activities as well as curricular planning are underway to expand the partnership. The combination of community colleges and school districts partnering for high school-post secondary training is also underway at two other community colleges/school districts.

All of Nevada's higher education institutions are experiencing rapid growth. The increased enrollments are pushing the institutions to expand facilities to accommodate the increase. UCCSN is preparing its capital improvement budgets to address the growth.

Oregon

The Oregon Council of Instructional Administrators held the final meeting of the year May 18-19 at Chemeketa. Topics discussed were: key issues relating to out-of-state educational institutions operating programs in Oregon; the need for more attention for programs in teacher education for prospective math, science and elementary teachers; coping with the nursing faculty shortage; the new ACT centers, distance education compensation practices, credit for prior learning, and the possibility of hosting a chair academy program in Oregon. Dr. Galyn Carlile, Dean of Academic and Professional Technical Programs at Rogue Community College was elected chair of the group for the coming year.

Commission Reports

In order to give two-year college instructional administrators a greater voice in national policy making, NCIA seeks to have members appointed to national commissions of AACC in areas of interest to our membership. Currently, Sharon Bradwish-Miller, Dean of Continuing Education and College of DuPage represents NCIA on the AACC Commission on Academic, Student, and Community Development. Jerry Weber, Vice President of Instruction at Heartland Community College represents NCIA on the AACC Commission on Learning and Communication Technologies. Below are reports from the two commissions.

Commission on Academic, Student, and Community Development

Staff updated members on *The Knowledge Net: Connecting Colleges, Learners, and Communities*, the agenda-setting final report of the New Expeditions project co-sponsored by AACC and the Association of Community College Trustees with Kellogg Foundation support. Staff provided additional updates on the following: AACC/ACT *Faces of the Future* report (available on the AACC web site at www.aacc.nche.edu), the status of the public web site (www.community-colleges.com) under construction, the Community College Centennial Kit available to member colleges, preliminary results of the AACC National Study on Remediation and the McCabe Remedial Education Study, and the new Higher Education Cooperative Purchase Consortium.

The Commission on Technology and Adult Learning, a new initiative co-sponsored by the National Governors Association and the Association for Supervision, Training, and Development, is examining policy implications of technology and adult learning. Its focus is on four areas: validation of competencies/ credentials, quality assurance in a non-regulatory environment, equitable access, and guidelines and specifications for technology and content.

AACC Commission members were concerned that NGA and ASTD were not including enough representation from education, and especially from community college leaders. The Commission recommended that the AACC Board of Directors approve the new AACC Policy Statement of Remedial Education dated April 7, 2000.

Pat Ryan, chair of the Commission Task Force on New Credentialing Models, led a discussion based on the revised "Position Statement on Credentialing." Topics included the role of ACT's Work Keys, the nature of transcripts, industry certification, and role of community colleges as private sector partners in training. Staff noted that a roundtable meeting is planned for Summer 2000. Commission members supported the roundtable concept and suggested that their ideas be forwarded to the planners.

The Commission continued the discussion on Faculty Recruitment from the November 1999 meeting, reemphasizing the importance of this topic in view of the huge numbers of faculty retirements facing community colleges. Most colleges have difficulty in recruiting faculty in technology, allied health, and basic skills fields, and in meeting diversity goals. They also struggle to meet competitive salary demands. Peter Sireno volunteered to co-chair the task force and to collect information from Commission members on pressing issues and possible solutions to them. Members are encouraged members to send that information by email to him at: serinop@mail.dartnet.peachnet.edu.

Living in a Democracy is the AACC special focus area for 2000-2001, beginning with the April 2000 convention. Commission members discussed how community colleges have experienced harassment, white supremacist literature, racial incidents, and hate crimes. Prevention strategies discussed included diversity training in an emerging leaders program and a nonprofit agency called Center for Healing of Racism, which was established as part of the President's Initiative on Race in Houston.

Commission on Learning and Communication Technologies

The meeting began with a discussion of the new joint project of American Society for Training and Development (ASTD) and the National Governors Association (NGA). At the request of the NGA, the Commission on Technology and Adult Learning has been formed as a way for the private sector to advise the public sector on policies, accreditation, and regulations as they relate to information technology. The commission will make recommendations to the National Governors Association in January 2001. The NGA may endorse all, some, or none of the commission's recommendations.

The Commission discussed legislative matters related to technology. There is a problem in how the copyright law affects distance education. The AACC position is that the copyright law should be the same for distance education as for the classroom, allowing fair use of media materials. However, there is strong opposition from the film industry and other video copyright interests. AACC is joining national library associations to create a bill to address this problem.

Another legislative issue concerns the selling of ITFS licenses. AACC is trying to put together a bill to head off the auction of spectrums used for ITFS. Currently, such an auction would pit educational institutions against each other in the bidding for spectrums. Public TV was exempt when the auction bills were made and AACC would like to have a bill to exempt ITFS from this auction.

The final major legislative issue related to technology concerns the "digital divide." This problem has two different aspects: in rural areas it is a problem of having no access or poor access to the Internet; and in the inner-city it is a problem of having enough resources so that one can get computers and pay fees for online connections. Congress has several proposals to address the digital divide. Commission members favored a solution based on low-interest loans. This would provide the capital needed to reach rural areas, and is similar to the approach taken to establish rural electrification.

Other issues brought forward by members as needing further discussion were faculty workload for distance learning and the appropriateness of offering remedial education through distance learning. ITC will be publishing a book on best practices in distance learning.

Finally, the Commission members discussed ideas for giving an award to faculty for innovative use of technology. NCIA will share its awards process with the commission for possible ideas.

Periodic reports will be given on the proceedings of these Commissions. Members are encouraged to contact Dr. Bradwish-Miller (630/942-2316) or Dr. Weber (309/827-0500, Ext 302) if they have any questions concerning the actions of these Commissions or if they wish to have input into the proceedings.

EXEMPLARY INITIATIVES WINNERS

Below are two of the programs selected as winners in the 2000 Exemplary Initiatives competition sponsored by NCIA. Awards were made at the 2000 AACC meeting in Washington, DC.

Winner in the Category of Exemplary Initiatives in External Partnerships and Collaborations

Collaborative Pilot Program to Provide Dental Sealants, Dental Services, and Educational Programs to Needy Public School Second Graders
Fayetteville Technical Community College
Dr. Larry B. Norris, President

Fayetteville Technical Community College (FTCC), the second largest of the 58 community colleges in the North Carolina Community College System, trains approximately 400 students annually for careers in health-care professions, including dental hygiene, dental assisting, nursing, physical therapy assistant and radiography.

FTCC collaborated with the Cumberland County Schools and the Cumberland County Public Health Department to develop a proposal for a dental sealant pilot program for needy public school second graders.

The overall objective of the pilot program is to reach those children who are at highest risk for dental disease. Many low income and rural families experience limited access to dental care. The dental education to be included in the program is designed to increase the knowledge of the children and their families about oral hygiene.

A Cumberland County Health Department dental hygienist screens the children and makes referrals to FTCC's Dental Program Chairperson. Once screened and selected, the school personnel assist in securing permission slips from the children's parents/guardians. The school system is responsible for providing transportation for the children to travel to FTCC.

The project began on September 23, 1999 and by May 2000 will have provided sealants to 526 children. While the children are at the college, they participate in a tour of the Health Technologies Center and receive age-appropriate introductions to various health careers.

In the second phase of the project, FTCC's dental hygiene students will provide educational programs in the schools. Each second grader will be given a toothbrush, FTCC coloring books and crayons, dental floss, stickers and pencils. The students will demonstrate good oral hygiene and provide information on dental health and nutrition. Parents will be invited to these presentations. In addition, the schools will receive a video series on dental health and dental sealants.

This pilot project is an excellent example of community-based collaboration between FTCC, Cumberland County Schools, and the Cumberland County Public Health Department. Benefits of this project are far-reaching. FTCC's dental hygiene students will benefit from the hands-on experience and from their educational presentations they will make at the schools. Most important, the identified at-risk second graders in Cumberland County will benefit from the application of the sealants and from the oral hygiene training they receive.

Contact Person: Dr. James Pilgrim
Phone: (910) 678-8303

Winner in the Category of Exemplary Initiatives in Developmental Education

Success Portfolio
John A. Logan College
Dr. Ray Hancock, President

Upon entering the Adult Basic/Secondary Education programs at John A. Logan College most adults have inadequate experience with goal setting and career decision-making. Many have limited faith in their abilities to complete a secondary education, much less postsecondary education or training for a career. The Adult Basic/Secondary Education department utilizes a "Success Portfolio" with all enrolled adult students. It includes four distinct parts which work together: Discovering Yourself; Goal Planner; Career Development; and Good Works. All work is kept in a three-hole, pocketed folder. The booklet is intended to be a tool which provides a step-by-step process to help students plan and realize success both personally and professionally.

In the Discovering Yourself section, the adult learner creates a profile of interests, values, and skills. It includes a Learning Styles Inventory, Personal Values Skills Survey, computer career development instruments such as BRIDGE, and Writing Warm Ups concerning each of the self-discovery areas.

In the Goal Planner section of the portfolio the adult student learns how to set realistic goals and mark individual progress toward attaining those goals. Goal sheets mimic a day planner with room for instructor comments.

In the third section, Career Development, the learner focuses on selecting a career that best fits his interests and skills. In addition, the learner discovers available training opportunities to aid in achieving a chosen career goal.

In the fourth part of the Success Portfolio, Good Works, the learner keeps samples of work which showcase knowledge and skills acquired during the time spent in the classroom. Sample resumes and a disk containing resume information are kept in the portfolio.

The Success Portfolio engages five hundred adult learners per year in its various components. Its success can be documented in the hundreds of completed portfolios and sample resumes which fill student files. Adult learners have expressed gratitude at having a completed career portfolio to take with them to job interviews.

The Success Portfolio can be easily replicated in any learning environment. Parts of the process can be implemented in a small group environment or the entire portfolio can be accomplished on an individual basis. The materials are not copyrighted and can be edited to meet specific needs of a program. Hard copies and diskettes may be obtained upon request. Training materials will be sent to any program upon request as well.

Contact Person: Kathy Lively
Phone: (618) 985-3741, Ext. 8383

Full descriptions of these programs and the other 203 programs that were entered in the competition are found in the eleventh edition of the book, Community College Exemplary Initiatives, a series that is published annually by NCIA. This year, the book will be sent to all member colleges in mid-fall. Other winners of the 2000 competition will be featured in future issues of the newsletter.

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ELECTION RESULTS

Elections were held in February for vacancies on the NCIA National Board. The following are new members of the Board:

Laurelyn Carlisle, Region 6 (AR, LA, OK, TX). Laurelyn is Dean of Instructional Services, Central Texas College, Killeen.

Fredrick (Rick) Blackburn, At-Large Representative. Rick is Associate Provost for Instruction (CIO) at New Mexico State University at Carlsbad, a two-year campus of the New Mexico State University System.

The following incumbents were re-elected to the Board:

Suzanne Beal, Region 2 (DE, DC, MD, NC, SC, VA, WV). Vice President, Academic Affairs and Dean of the College at Frederick Community College in Maryland.

Jerry Weber, Region 4 (IL, IN, MI, MN, OH, WI). Vice President of Instruction at Heartland Community College in Illinois.

Faith Hodges, Region 8 (AK, ID, MT, NV, OR, WA). Director of Research and Planning at Flathead Valley Community College in Montana.

The following national officers of NCIA were elected at the Board's annual meeting in Washington:

Susan McBride, President of Jefferson Davis Community College in Brewton Alabama, as President.

Don Yeager, Vice-Chancellor at State Center Community College District, Fresno, California, as Vice-President/President-Elect.

Julie Hatoff, Vice President of Instruction at MiraCosta College, Oceanside, California, as Recording Secretary.

NCIA ANNOUNCES NEW LEADERSHIP AWARD

At NCIA's Celebration Breakfast at AACC in Washington, DC, the Board announced a new award, which will be given for the first time in 2001 . To recognize academic leadership among its membership, the Board has established the Leadership 2000 Award. In addition to its eleven-year tradition of recognizing and publishing outstanding and innovative institutional initiatives, NCIA currently presents annual awards for the Outstanding State Coordinator, Outstanding Contribution to NCIA, and Outstanding Contribution to Community Colleges.

The NCIA Board of Directors felt it important to identify and celebrate the outstanding academic leadership provided by instructional administrators in our nation's community colleges. Candidates for the award will demonstrate creativity and innovation in their work, sustained commitment to community college instruction, and substantial impact on the college organization.

The recipient of the award will be one who has had an impact on the entire college in one or more of the following areas: curriculum transformation, diversity, matrix management, faculty development, institutional effectiveness, transformation of the organizational culture. The emphasis of this award is less on implementation of particular programs and more on sustained academic leadership over time.

Watch for details of the nomination process in the fall newsletter of NCIA along with the call for nominations for other awards and submissions for the Exemplary Initiatives competition.

Back Issues Available

The National Office of NCIA has boxes of past issues of the Community College Exemplary Initiatives volumes. These issues were distributed to members and extra copies were made available for $15 each. Below are the available volumes:

ISSUE	SIZE	YEAR
Volume VI	162 pages	1994-95
Volume VII	136 pages	1995-96
Volume VIII	134 pages	1996-97
Volume IX	353 pages	1997-98
Volume X	233 pages	1998-99

These issues continue to be excellent sources of ideas for program and curriculum development.

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NCIA NEWSLETTER

Volume 20, Issue 3 *September 2000*

National Council of Instructional Administrators

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Brewton, AL
334/809-1551

VP/President-Elect
Don Yeager
State Center Comm. College District
Clovis, CA
559/675-4800

Recording Secretary
Julie Hatoff
MiraCosta College
Oceanside, CA
760/795-6805

Past-President
Michael Tacha
Mohave Comm. Coll.
Kingman, AZ
520/757-0800

President's Message

Happy New Year! The beginning of the academic year is, for most of us, a much more important event than the beginning of the calendar year. It is at this time of year that we welcome new students, have special orientation/in-service programs for faculty and staff, and re-dedicate ourselves to our mission.

(Picture 1)

Susan McBride
President

It is a time when I remind myself and others that a community college is more than a list of the programs and services it offers: it is opportunity, hope, enrichment, learning, enlightenment, intellectual stimulation, success, a second (or third—or even fourth) chance, economic development, balance, leadership, growth, fun, service, and much, much more. The community college philosophy of education is especially important in these times when more education is needed to work in and cope with society. Diversity is the fabric of society and the community college, which provides services for this diversity of age levels, ethnic backgrounds, and abilities needs to be flexible and needs to have persons representing the various individuals it serves. While the burden of being a role model is sometimes tough, we, in community colleges, cannot escape it. We must be able to meet students at whatever level they may be and challenge them to fulfill their potentials. We have important work to do!

Susan A. McBride

<smcbride@acet.net>

Membership renewal invoices for 2001 have been mailed to all members. Be sure that your membership is renewed!

Our membership year runs from January 1 through December 31. You have plenty of time to process a purchase order before December 31.

For Information:

Donald Goss
Executive Secretary
P. O. Box 210040
Nashville, TN
37221-0040

1-800-879-2270-00

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IN THIS ISSUE:

Announcement of the 2000-2001 Exemplary Initiatives Competition (See Page 7)

NCIA
2000-2001 STRATEGIC PLAN

Goals

The National Council of Instructional Administrators is dedicated to leadership, innovation, and advocacy for the improvement of teaching and learning in support of the principles of the American Association of Community Colleges.

- Advancement of instructional programs, activities, and support services
- Recognition and dissemination of information regarding exemplary instructional programs and administrative practices
- Identification, discussion, and dissemination of instructional issues and taking action on behalf of members
- Enhancement of member effectiveness through professional development activities

Objectives

I. Identify, research, and discuss emerging instructional issues.

Activity A: Produce monograph of best practices on developmental education, accountability, and student success deriving from the 1999 Breckenridge Experience.

Activity B: Collaborate with NCOE (or other appropriate CC groups) to restate the importance of Associate Degree Nursing (ADN) programs in meeting workforce development needs in the U.S.

Activity C: Publish tips for securing highly competitive grants to produce the next generation of community college teachers in math, science, and information technology, especially among ethnically diverse individuals.

II. Recognize exemplary educational programs, practices, leadership, and service.

Activity A: Promote innovation through the Exemplary Programs Initiative.

Activity B: Co-sponsor the Bellwether Awards of the Futures Assembly.

Activity C: Present our award winners at key national conferences (e.g., League for Innovations, NISOD, Learning Paradigm, and Futures Assembly).

Activity D: Recognize individuals for their outstanding service to NCIA and community colleges.

Activity E: Implement a plan to recognize outstanding instructional administrators.

Activity F: Explore hosting a conference which would bring together successful presentations from other meetings, such as NISOD, Futures, AACC, Future Assemblies, etc., and jury them for a special NCIA award.

III. Enhance the effectiveness of instructional administrators through professional development.

Activity A: Expand successful regional conferences such as CONFAB (Region 6) and the Rocky Mountain Roundup (Regions 7 and 8).

Activity B: Consider additional workshops or regional seminars, in conjunction with university programs, to prepare new administrators in the instructional areas at community colleges.

Activity C: Work on an international rendezvous of instructional administrators.

Activity D: Plan an institute for the development of newly appointed CIO's, perhaps in concert with a university program.

IV. Collaborate with AACC Councils and other educational organizations.

Activity A: Increase memberships in relevant AACC Commissions (occupational education, continuing professional development, student development, etc.).

Activity B: Maintain working relationship with the AACC Board's liaison to NCIA.

Activity C: Link activities to AACC Commission goals.

Activity D: Strength relationships with graduate programs of higher education.

V. Improve and develop mechanisms for intra-organizational communication.

Activity A: Enhance the newsletter with more resource information and opportunities for interaction.

Activity B: Update the website to include hyperlinks to board, an organization-wide listserv, membership applications, organizational information, information on professional development opportunities, links to national resources, key publications and updates on regional/national activities.

Activity C: Provide vehicles for wider participation of state coordinators in and contributions to NCIA activities.

EXEMPLARY INITIATIVES WINNERS

Below are two of the programs selected as winners in the 2000 Exemplary Initiatives competition sponsored by NCIA. Awards were made at the 2000 AACC meeting in Washington, DC.

Winner in the Category of Exemplary Initiatives in Workforce Development

Colorado Works!
Colorado Community College and Occupational Education System
Dorothy Horrell, President

Introduction

What: "*Colorado Works!*" is a vast Colorado statewide project to organize and expand the business-oriented training and education initiatives of the state's fourteen community colleges. Its activities include: market research, training coordination, innovative training, product design, contract negotiation, interface with the One-Stop system, management of the U.S. Department of Labor Incumbent Worker Grant, marketing/promotion, technology application, resource development, and a growing list of high impact business services. The *Colorado Works!* foci are speed, flexibility, and effectiveness.

Who: A strike-team of representatives from the fourteen community college-based business/industry service professionals (the Business Network — "BISNET"),trainers/designers, researchers, and business leaders. The team is coordinated by the Colorado Community College's (CCCOES) Office of Business-Industry Services (OBIS). CCCOES is the state-level administrative organization responsible for the state leadership of the colleges. OBIS is a recently formed state office whose purpose is to insure that Colorado's economy and its businesses are served by community colleges. BISNET is the extension arm of *Colorado Works!* that represents all community college business services professionals and their business-based advisors. Together, these groups, the professionals and their offices represent a powerful, inclusive and highly resourced team.

Why: This initiative was launched for three reasons. First, the Colorado economy is being negatively impacted by a severe shortage of skilled workers and the need for a statewide workforce development solution was evident. Second, individual college workforce development programs were less effective due to overlap, resource shortage and college-to-college competitiveness. Third, a statewide coordinated program presents a deep density of training and expertise that is being coordinated and focused to address the most dire needs (e.g., Information Technology and E-Commerce skilled workers), and other large opportunities.

Project Description

Colorado Works! includes the strategic design and delivery, coordination and management of:

1. Incumbent worker training, funded by a US Department of Labor $1 million grant, that is delivering company-specific skills training to 4,000 workers in 18 large companies from 14 colleges and 25 business partners.
2. A coordinated effort to integrate college activities and workforce training with the state's Workforce Investment Act, State Workforce Coordinating Council and the new One-Stops.
3. The creation of the high technology *Training Solutions Center*, that is a state database containing all of the colleges' non-credit training competencies in an Internet accessible, modular, easy-to-use format.
4. An initiative that integrates teacher technology training in concert with a US Department of Education sponsored grant project. Specifically, it will introduce teachers to the use of technology in business and assist in bringing the world of business technology to the classroom.
5. A soon-to-be-released unified marketing plan that presents one statewide community college "face" to business and targets the state's critical businesses.
6. A web-based training-management system to provide training registration, training management, and record keeping for the training efforts of small and rural businesses.
7. Management and integration of the state's small business support grant system (Colorado First).
8. A professional development program to support college-based business industry service professionals.
9. Design of uniform policies for the promotion, delivery and pricing of programs to business.

Program Operation

The strike force meets regularly under the leadership of the director of the Office of Business Industry Services to maintain six types of business activity. First, to scan for changes, challenges, and opportunities from the business community and from other offices within CCCOES. Second, to accrue, record and sort the myriad of training/consulting relationships existing between businesses and colleges and suggest some order and seek efficiencies. Third, to draft responses to opportunities and assign responsibility for those responses among the colleges. Fourth, to seek connections to established projects for purposes of leveraging outcomes. Fifth, to create partnerships and seek alliances leading to coordinated programs (such as marketing) that will advance the interests of all partners. Sixth, to track progress and establish accountability for assigned individuals and offices.

Philosophy

The size, complexity, and nature of the workforce and skills problems that plague the state have not been successfully addressed by a single office, a single organization or even some limited partnerships. This project that has coordinated multiple partnerships that operate in a collaborative process is more successful. This has proven especially true if they are monitored and coordinated from a single omniscient group such as the strike force. The willingness to subordinate individual college agendas to a stronger larger agenda is working on several fronts. The real lessons that underpin this program are about collaborating and the skills required by individuals to make partnerships work. It is also about being willing to share risks with colleagues.

Outcomes: Is it Working?

Yes, it is working at several levels. At a practical level: first, all colleges are engaged in, or completing arrangements, to deliver technical training to 4,000 employees via the Incumbent Worker Grant as an example of one large project. Arrangements are now in place to link the *Teacher Training in Technology Grant* activities with those of industry training. *The Training Solutions Center* has a full time professional at work designing and creating the database and services. The web-based training management system is being procured and made ready for service. The strike force has settled into a successful operating mode—good thinking and sharing are emerging. At a "paradigm shift" level: colleagues are accepting the premise that collaboration and partnership building is the most powerful tool for addressing large and complex problems. And, a sense of commitment and optimism is emerging.

The *Colorado Works!* team believes that innovative thinking and activities have emerged from this program. It responds to the philosophy of Chicago's great planner/builder Burnham: "make no small plans" and seeks to accomplish greater good by thinking larger. It is a tribute to trust and collaboration—the vehicle for success in the new century.

Contact Person: John Redmond
Phone: (303) 620-4000

Winner in the Category of Exemplary Initiatives in Workforce Development

Kingwood College Students Research Respiratory Care for the Aging
Kingwood College
Linda Stegall, President

Project Overview The health care faculty at Kingwood College is dedicated to providing students with an exemplary foundation in basic science, biomedical ethics, diverse clinical experiences, and versatility that crosses traditional discipline lines. Respiratory care students designed and conducted a clinical research project in a pioneering research seminar course under the guidance of a multidisciplinary faculty as an adjunct to their didactic and clinical training. Faculty wrote and received a mini-grant from North Harris Montgomery Community College District (NHMCCD) to perform a project entitled: Arterial Oxygen Tension in Older Americans: a Clinical Research Project for Respiratory Care Students. In competition with undergraduate and graduate students from forty-two colleges, our students received high praise at a Student Research Conference hosted by the University of Houston, Clear Lake.

Overall Goals of Project Goals of the project were six-fold:

1. to provide students with the opportunity to initiate a biomedical research project testing the validity of a currently held respiratory standard (arterial oxygen tension) in older Americans;

2. to increase student confidence and competence in participating as future respiratory therapists in multidisciplinary health care teams prior to entering the workforce;
3. to provide graduates of NHMCCD's respiratory care program with a selective employment advantage by virtue of their specialized research training;
4. to provide essential clinical research experience for those students matriculating into a bachelor's degree program in respiratory therapy at a health science center;
5. to serve as a pilot study for other community college health care programs; and
6. to serve as a springboard for extramural funding of the health sciences.

Major Objectives Students performed scientific literature reviews, developed a study design for hypothesis testing, took patient histories, obtained informed consent, collected arterial blood gas samples, transported samples to a local hospital for analysis using state of the art technology, analyzed raw data, performed statistical analysis, formed appropriate conclusions, reported findings in a scientific format, and recommended whether their research warranted further study. Specifically, as a pilot study, students tested or evaluated whether a currently held standard of oxygen saturation, (extrapolated from healthy 20 to 40 year-old British male sailors in the 1970's and analyzed with outdated methodology and archaic equipment) was reproducible in twenty-five healthy American adults over the age of fifty.

Project Personnel Personnel included respiratory care, nursing, biomedical, biology, mathematics, and philosophy (ethics) faculty at Kingwood College, as well as the Medical Director and clinical technicians at a local hospital. Methods and research subjects received approval from our Institutional Review Board.

Educational Rationale In addition to assessing and treating pulmonary patients, respiratory care students will perform some aspect of clinical research during their careers as members of multidisciplinary health care teams. Most allied health practitioners are unprepared for the intellectual and ethical challenge of conducting biomedical research. Responding to this need, the respiratory care faculty at Kingwood College developed RESC 2102, a multidisciplinary research methods seminar for all second year respiratory care students. Students in this course not only learned about research methodology, but actually designed and conducted this limited clinical study. Students developed better communication skills by presenting their findings to their peers, mentors, and judges at a national conference. Participants in ethical undergraduate clinical research developed better technical skills, a greater ability to think critically, and a stronger patient-centered philosophy. All these factors equated to a higher caliber of student training, leading to increased hiring rates and salaries. The Kingwood College Respiratory Care Advisory Committee enthusiastically supported this project for these high caliber students.

Scientific Merit This study holds exceptional promise as a pilot for external research funding. The following basic biological question was tested in this study: "Is the currently held standard for the estimation of normal arterial oxygen saturation valid for healthy aging Americans?" The answer to this question was significant because this standard is currently used to determine the presence and severity of cardiopulmonary disease in the geriatric age group. The published standard (Shapiro and Peruzzi, 1972*), now 27 years old, was extrapolated from a demographically different population (British naval seamen aged 20 to 50 years) by obsolete methodology and non-computerized equipment lacking quality controls. Students' preliminary findings suggested possible invalidation of the oxygen tension standard. Further research is warranted in a larger population.

Impact: The project benefited students by: providing an invaluable opportunity to experience participation in a professional multidisciplinary research team; improving employability; validating a long held clinical standard using state-of-the-art procedures and analytical equipment; enhancing interpersonal skills; and improving clinical reasoning skills used in patient assessment and treatment.

The long-term effects included: identifying trends for future clinical studies; providing opportunities for students to report research at a professional meeting; identifying a need for further evaluation of arterial oxygen tension levels and the impact on reimbursement for oxygen therapy for Medicare patients; and providing the basis for a prospective pilot study for other allied health programs.

The professional rewards include: allowing the faculty team to learn directly from teaching research methods; increasing creative teaching experiences; exploring a clinical problem with potential impact on disease prevention; providing opportunities for early detection of subclinical disease; identifying financial impact on future patient populations; and reporting project methodology at the health educators' conference and a national professional respiratory therapy conference.

Summary of Benefits After earning straight 9's out of 10 in all categories of poster competition among undergraduate and graduate students from forty-two colleges, Kingwood College students gained first hand experience in the ever-expanding investigational field of clinical research. Additionally, this cutting-edge educational experience provided an employment advantage for respiratory students graduating from Kingwood College.

* Shapiro, B. A. and Peruzzi, W. T. (1972) Clinical Application of Blood Gasses, 1st ed. Mosby, St. Louis, pp. 98-102.

Contact Person: Kenny P. McCowen
Phone: (281) 312-1634

Full descriptions of these programs and the other 203 programs that were entered in the competition are found in the eleventh edition of the book, Community College Exemplary Initiatives, a series that is published annually by NCIA. This year, the book will be sent to all member colleges in November. Other winners of the 2000 competition will be featured in future issues of the newsletter.

NCIA SPOTLIGHTS EXEMPLARY INITIATIVE WINNERS

NCIA regularly sponsors presentations selected from Exemplary Initiatives winners at national conferences. In the past year, presentations were made at:

2000 Community College Futures Assembly
January 30-February 1, 2000, Orlando Florida
A Model Community College-School District Partnership
Montgomery College, Rockville, MD

The Learning Paradigm Conference
March 15-18, 2000, San Diego, CA
Mathematics: Keystone to Student Learning
Richard J. Daley College, Chicago, IL

National Institute for Staff and Organizational Development's 22d International Conference on Teaching and Learning Excellence
May 28-31, 2000, Austin, TX
TEC-ES (Technology Enrichment Cooperative)
Butler County Community College, El Dorado, KS

And coming soon—if you're at this conference, we hope you can attend:

League for Innovation in the Community College
2000 Conference on Information technology
November 15-18, 2000, Anaheim, CA
A Business Lab that "Works"
Rock Valley College, Rockford, IL

Back Issues Available

The National Office of NCIA has boxes of past issues of the Community College Exemplary Initiatives volumes. These issues were distributed to members and extra copies were made available for $15 each. Below are the available volumes:

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nciaonline.org

Twelfth Annual Exemplary Initiatives Competition Announced

Sharon Bradwish-Miller, NCIA Director of Awards, announced that the 2000-2001 annual Exemplary Initiatives Awards Competition will highlight initiatives in the following categories:

I. Enhancing Student Success
(Exclusive of Developmental Education)
- Classroom Strategies
- Outcomes Assessment
- Staff Development
- Technology-Based Instruction

II. Workforce Development
- Vocationally Relevant Instructional Programs
- Business/Industry Training and/or Partnerships
- Internships/Job Shadowing

III. Developmental Education
- New Models for Student Success in Adult Basic Education, General Education Degree, and English as a Second Language

IV. External Partnerships and Collaboration
(Exclusive of Workforce Development)
- Communities/Public Service Agencies
- K-12
- Colleges and Universities

V. Alternative Delivery
- Distance Education
- On-line Courses
- Fast Track Degree/Certificate Programs

This year's categories enable community colleges to showcase their most exciting and innovative initiatives in credit and non-credit instructional programs. Colleges may submit multiple entries, but only one category per entry. Full information will be mailed to CEO's of all two-year colleges shortly. Submissions should be mailed to Sharon Bradwish-Miller and postmarked no later than February 5, 2001.

Award winners will be honored and presented with a special plaque at the NCIA Celebration Breakfast during the AACC convention in Chicago in April 2001.

All official entries will be published in the Community College Exemplary Initiatives publication. This book, the twelfth annual volume, will be mailed to each member institution and provides a summary of the program, a contact person and other pertinent resource information. In addition, winners will be featured in the NCIA Newsletter.

Representatives from the winning programs may have the opportunity to present their Exemplary Initiatives at various national conferences through NCIA-sponsored sessions.

An entry form with full instructions on entering the competition is found on the next page. Entrants should photocopy this form rather than tear it out of the Newsletter.

For additional information regarding the Exemplary Initiatives Competition, contact Sharon Bradwish-Miller at the College of DuPage, 630/942-2316 or 2384, or via e-mail at <bradwish@cdnet.cod.edu>, or FAX at 630/942-3785.

NCIA Exemplary Initiatives Competition
Submission Form
(Credit and Non-credit Instructional Programs)

Deadline: February 5, 2001

SUBMISSION CATEGORY **Check One Only (select one category per initiative)** **Submit one form for each initiative**

( ) Enhancing Student Success
(Exclusive of Developmental Education)
- Classroom Strategies
- Staff Development
- Outcomes Assessment
- Technology-Based Instruction

( ) Workforce Development
- Vocationally Relevant Instructional Programs
- Business/Industry Training and/or partnerships
- Internships/Job Shadowing

( ) Developmental Education
- New Models for Student Success in Adult Basic Education, General Education Degree, and English as a Second Language

( ) External Partnerships and Collaboration
(Exclusive of Workforce Development)
- Communities/Public Service Agencies
- K-12
- Colleges and Universities

( ) Alternative Delivery
- Distance Education
- On-line Courses
- Fast Track Degree/Certificate Programs

(Please Type)

Exemplary Initiative Title: _____

College Name: _____

College Address: _____

_____

College Phone Number: [ ] _____

Chief Executive Officer: _____

Exemp. Initiative Contact Person: _____
(PRINT NAME) (SIGNATURE)

Office phone/extension: _____

Supervising Administrator: _____
(PRINT NAME) (SIGNATURE)

Office phone/extension: _____

Attach 1 copy of a narrative **not to exceed 1000 words** to this cover sheet. No additional material will be reviewed. The narrative should be printed single-sided on standard 8 1/2 x 11 paper, one-inch margins on each side of each sheet; the typeface should be no less than 10 pts (12 pts preferred) and should be a normal office font (no script or decorative fonts). A 1,000 word narrative will fill approximately 2 sheets of paper. Please include a 3 ½ inch diskette with the narrative in any IBM compatible word processing format (MS Word preferred).

Criteria by which initiatives will be evaluated:

- Initiative is innovative and creative
- Initiative could be adopted/adapted by other colleges
- Initiative can provide indication of success on campus

Please remember that the focus of the entry should be on initiatives and programs, not on particular individuals.

This form, the narrative, and entry fee should be sent to:
Sharon Bradwish-Miller
NCIA Director of Awards
College of DuPage
425 22nd Street
Glen Ellyn IL 60137-6599

Entry Fee:
- NCIA Member $40 per initiative
- Non-Member $150 per initiative

(Includes a one-year NCIA Institutional Membership)

Entry fees help defray the cost of the awards and the publication and circulation of the annual NCIA book officially recognizing all entries.

Checks should be made payable to: **NCIA Initiative Competition** Federal Tax ID: 52-1162312)

BEST COPY AVAILABLE

Region 6 Report

Reports from Regional Representatives about political, economic, and academic issues within states and regions are featured in each issue of the Newsletter. This report comes from the Board of Directors Representative from Region 6, Laurelyn Carlisle, Dean of Instructional Services at Central Texas College.

Region VI of NCIA includes four states. Listed here are the states and the State Coordinator for each:

- ARKANSAS – Jan Haven at East Arkansas Community College
- LOUISIANA – Carol Jeandron at Nunez Community College
- OKLAHOMA – John Kontogianes (interim) at Tulsa Community College
- TEXAS – Laurelyn Carlisle at Central Texas College

Your NCIA Board asked that the Region Report for this issue of the newsletter focus discussion on developmental education. This focus is to bring attention to the Breckenridge Experience colloquium paper and the next step. The next step is to encourage instructional administrators to support and assist in a national discussion on developmental education. As a result, one goal is to ensure that funding is sufficient to support developmental services as an institutional priority.

The following trends and issues emerge as common to several of the states in the Region:

- An increasing trend at the university level toward more selective admissions criteria and either limiting or eliminating entirely the delivery of developmental education instruction.
- Continued emphasis on accountability that includes the need for defining the developmental student with regard to various demographic characteristics, as well as educational level of entry into developmental education.
- Discussions regarding performance and incentive funding for colleges that demonstrate student success.
- Strong initiatives developing between secondary education and higher education.
- Identification of best practices and instructional model that may be duplicated with a measure of success at colleges nationwide.

ARKANSAS

Advances have been made in the rate of high school students entering college within one year of obtaining a high school diploma. In addition, students are completing the college preparatory curriculum at a higher percentage. There is a fair and adequate system in place to assess and place students in appropriate developmental education programs. Intervention strategies continue to emphasize keeping the under prepared student in higher education. The student who has been out of the academic setting for many years is yet another individual who requires essential developmental courses and services. Each of the factors mentioned emphasizes the continued need for community college developmental program support and funding.

LOUISIANA

More and more community colleges are conducting the necessary developmental programs. The mission statements of community colleges are emphasizing addressing the needs of the under prepared student. A statewide task force is reviewing the demographics of students served in developmental education and determining measures of student success. Funding for developmental education continues to include a state reimbursement for student full-time equivalent (FTE) and tuition. A new statewide governing board has oversight of the community college system. New community colleges are forming. This is in addition to the technical colleges.

OKLAHOMA

The legislature has been relatively quiet regarding developmental education in recent years. The legislative initiative to effect developmental education prohibited comprehensive universities from admitting under prepared students. In an attempt to produce college ready students, the secondary level has strengthened the graduation requirements. Community colleges are collecting fees to assist in funding developmental education programs. There is a trend toward mediated learning systems as an instructional delivery method. Studies have indicated an increasing level of student success applying a computer mediated instruction alternative.

TEXAS

A public community college district or technical college may not receive funding for developmental courses taken by a student in excess of 27 semester credit hours or the equivalent.

Universities receive state funding reimbursement for a limited number of courses per individual developmental student. A statewide task force on Participation and Success has outlined as one of the strategies: to require state-supported institutions to develop, submit, and be accountable for a "Participation Plan" which sets short-term and long-term targets, and measures performance in effectively serving under-represented populations of students. Selected community colleges are receiving additional developmental program funding to support new initiatives in developmental program development that improves student success. These pilot colleges will not receive additional funding unless student success is improving and documented. Texas legislation requires each public institution of higher education to adopt a Developmental Education Plan for the assessment and placement of undergraduate students entering the institution. The plan must provide for the effective developmental education of students who do not possess college-level skills in reading, writing, and mathematics. The Plan includes an advisement process and an evaluation component. Evaluation data includes enrollment, demographic, course completion, performance and persistence.

Region 7 Report

This report comes from the Board of Directors Representative from Region VII, Russell DeVriendt, Executive Vice President, at Aims Community College, Greeley.

Region VII comprises five states. Listed below are the states and current NCIA State Coordinator for each, followed by reports on initiatives in basic skills and developmental education, teacher preparation programs, accountability and performance funding, and student success.

- ARIZONA - Judith Doerr at Northland Pioneer College
- COLORADO - Norine Dominico at Community College of Aurora
- NEW MEXICO - John Neibling at San Juan College (assistance from Dr. Rick Blackburn)
- UTAH - Marjorie Carson at Salt Lake Community College
- WYOMING - Ed (Skip) Gillum at Casper College

Region VII Trends and Issues

In the western plains states, legislative and higher education initiatives closely parallel those contained in the January 2000 NCIA document, The Breckenridge Experience, Reframing the Conversation about Student Success. The three areas gaining regional attention are efforts to define and measure student success, bridging a productive workforce through basic skills and developmental education, and measures which focus on accountability and college performance. In addition, implementation of standards in teacher education as well as development of 2+2 programs in teacher preparation with community colleges are underway as the demand for K-12 and postsecondary teachers continues to increase. A number of initiatives in the western plains states follow.

ARIZONA

Basic Skills Assessment and Developmental Education - The majority of Arizona community colleges mandate student assessment of basic skills upon admission with some options for student waiver of developmental coursework through advising and course placement procedures. At this time, there are no State legislated mandates which require mandatory assessment and course placement of students.

Teacher Preparation - The chief instructional officers at Arizona community colleges are working with the three public universities to more clearly define lower division coursework in teacher education programs. A number of community colleges—Arizona Western, Coconino Community College, Central Arizona College, Eastern Arizona College, Northland Pioneer Community College, Mohave Community College, and Pima Community College through distance learning initiatives—are delivering articulated coursework in teacher preparation programs with Northern Arizona University in Flagstaff. The Maricopa community colleges continue to work closely with Arizona State University to transfer education majors, while Cochise College is articulating education coursework with education programs at the University of Arizona, Sierra Vista campus.

Other Trends and Issues

Transfer Articulation - In 1996, a Transfer Articulation Task Force Report made a series of recommendations, most of which have been

implemented. The transfer model has involved faculty from both community colleges and universities throughout the state and across a very broad range of disciplines. The advances made in statewide articulation have permitted use of a comprehensive course equivalency guide, which is now available online as well as in hard copy format. Significant progress has been made during the 1999-2000 academic year and work will continue in the coming academic year on refining the transfer model while also working out the intricacies of the computer-based Course Applicability System and Transfer Student Data Warehouse.

Dual Enrollment - The process of dual enrollment (or concurrent enrollment) has come under some scrutiny in recent years in Arizona. The opportunity for high school students to earn college credit while still completing their high school requirements has clear benefits for both students and the community, but questions have been raised regarding the processes involved, the academic quality, and the system of funding for dual enrollment classes. Upon recommendation of community college instructional leaders, during the past year the state community college board adopted guidelines for the colleges. Now being implemented, these guidelines were designed to ensure regularity of processes and consistency of quality.

Earlier this year, the Arizona legislature created a Dual Enrollment Study Committee to examine guidelines and standards for dual enrollment and the effects of dual enrollment on student success, student retention in high school, and continuation of education at the college level. The committee will include community college representatives, members from school districts, the university system, and taxpayers as well as legislators.

COLORADO

Basic Skills Assessment and Developmental Education - The Colorado General Assembly passed legislation which makes it mandatory for students in all public colleges/universities to take basic skills courses if they don't pass an assessment test. Any such courses must be taken by the end of the freshman year. The bill requires some heavy duty tracking and reporting on the part of colleges. One requirement is that community colleges report back to high schools which of their students failed assessment tests and had to take basic skills courses.

Another piece of legislation that passed this year is the Governor's educational reform package. While it's aimed mostly at K-12, there is one provision for higher education having to do with assessing sophomore students. Although it's mandatory that all public institutions test sophomores, it's voluntary on the part of the students. The Community College of Aurora and the University of Colorado at Denver participated in the first pilot test in May.

Teacher Preparation - A committee comprised of representatives from several Colorado community colleges has started work on a statewide articulation program for teacher education. The goal is to develop an associate degree program in teacher education that would transfer to any public four-year teacher education program. The committee has drafted a program that keys off of the eight state standards and numerous competencies developed by the Colorado Department of Education. On June 16, the community college system convened a meeting of two- and four-year representatives along with reps from the Colorado Partnerships for Educational Renewal to discuss issues/concerns relative to teacher education.

Since the June meeting, the Community College of Aurora and Aims Community College have both initiated direct communication with Colorado State University and the University of Northern Colorado to expand the list of lower division education courses and field experiences which could be offered through the community colleges. Other Colorado community colleges are also developing linkages with four-year colleges and universities within close proximity to their campuses. It is believed that a statewide articulation agreement between the universities and 15 public community colleges will be extremely beneficial for transfer students who pursue education majors.

NEW MEXICO

Trends and Issues

Performance-Based Indicators - The community colleges in New Mexico, through its higher education structure, are reviewing drafts of performance-based indicators to support New Mexicans' acquisition of skills designed to make them successful in the new economy and to participate in lifelong learning activities. These five measures have been initially identified as essential to each college's performance: Academic Quality/Student Progress and Success,

Accessible and Affordable Education, Service to New Mexicans, Efficient and Effective Use of Resources, and Economic Impact.

The Performance Plan is designed to track cohorts of students from a base year for each of the five measures. Under the indicator of Accessible and Affordable Education, the following measure is proposed: Fall 1999 female and minority enrollments and 1998-99 graduates are within 5 percent ethnic and gender makeup of the community served based on the latest census profiles of the adult population in the areas served. Other proposed measures are being discussed and refined by New Mexico community college personnel at this time. As part of this Plan, community colleges are required to submit strategic plans that include improvement goals and activities based on these measures and baselines by September 28 of this year.

UTAH

Basic Skills Assessment and Developmental Education - Salt Lake Community College is beginning to pursue program certification through the National Association for Developmental Education (NADE). The goals of national certification are to raise standards in Developmental Education practices, increase quality programming, facilitate the collection and documentation of proof that Developmental Education works, increase student academic success, and help higher education officials and state legislatures better recognize the value of Developmental Education. Developmental Education is highly appreciated and receives very positive support in the state of Utah.

Currently, experimental work is being conducted across the state of Utah in mathematics and in English. The year 2000/2001 will also be designated an experimental year with more assessment of this important project being conducted through leadership at the Utah State Higher Education Commissioner's office.

Teacher Education/Preparation - Salt Lake Community College is working with the University of Utah Master's Degree program in Reading. The SLCC Developmental Reading teachers are talking to the University of Utah faculty about having the U students teach some SLCC Developmental Reading classes as adjunct instructors with Salt Lake's full-time faculty serving as supervisors/mentors.

One of Salt Lake's primary reasons for doing this is because the college requires both a Bachelors and a Masters for adjuncts, and SLCC is unable to hire enough adjuncts to meet student needs. However, the university students bring with them very recent research in reading pedagogy and the psychology of reading from their master's course work which SLCC staff is convinced will be very advantageous to SLCC students.

Another option Salt Lake Community College is exploring with the University of Utah is having the university students teach SLCC reading classes as "student teachers," teaching for up to a few weeks under direct supervision and direction of SLCC full-time faculty with the university students earning credit, but, of course, receiving no pay as an adjunct teacher.

SLCC staff is still at the very tentative stages in these discussions, but have had very positive interest expressed by the University. SLCC hopes to begin a pilot program using one or both of these methods for Spring Semester, 2001.

Other Trends and Issues

Performance Indicators - The Utah System of Higher Education (USHE) faculty and staff continue to work on Performance Indicators for all public higher education in the State. Statewide meetings entitled "What is an Educated Person" have been held for the past three years to focus in-depth attention on this important national issue. After much work, it was agreed that developing indicators tailored to Utah public post secondary educational courses and programs was preferable to using existing commercial standardized examinations. The individually developed indicators will not only provide the public with accountability measures but also provide individual educators with specific detail to facilitate changing courses and programs to address areas that need strengthening.

WYOMING

Basic Skills Assessment and Developmental Education - Casper College is in the initial stages of examining the feasibility of combining all developmental education services into a student success center under one roof. The endeavor would bring all services for underprepared students into one location to better serve this at risk population. Services being considered for consolidation are the college's offerings in developmental math; developmental English;

developmental reading; and the services provided in the peer tutoring program; and the writing center. The committee is working with architects on possible renovations to the bottom floor of the Student Center Building to accommodate this new undertaking.

Teacher Preparation - Central Wyoming Community College in Riverton is working with the University of Wyoming on a grant-funded program on the Wind River Indian Reservation. The program is designed to increase the number of Native American teachers by making teacher training available to interested individuals who are working as teacher aides and classroom assistants.

Casper College continues to remain active in the Teacher Assistant Preparation Program, which is designed to prepare individuals to assist teachers in the classroom. The program was developed in response to the need to provide additional aides for teachers in the Natrona County School District. Through an agreement with the Central Wyoming Board of Cooperative Educational Services individuals participating in this program have their tuition and book costs paid for each semester (up to $500 per semester).

Additionally, Casper College and the University of Wyoming continue the partnership that provides students in Casper with the opportunity to obtain a Bachelor of Arts/Science degree in Elementary Education on the Casper College campus. The program is supported by an $85,000 grant from the Central Wyoming Board of Cooperative Education Services. This program has been so successful over the last ten years that discussions are underway to expand the offering to include at least one degree in secondary education.

Other Trends and Issues

Performance Funding - The seven Wyoming community colleges have come under a new funding formula effective July 1. The formula compares each of the seven colleges to a series of comparator indicators of other community colleges across the country. NCHEMS worked with the State Community College Board to develop the indicators which compares each college against the mean of 12 other selected community colleges in the NCHEMS data base. Some of the indicators are student enrollments, campus size, program mix, services provided (resident or nonresident), degree to which various support services are provided (student services, day care, counseling, and others).

The Wyoming CC Board and local colleges have devised a formula which determines how much the comparator institutions are budgeted. As a result, the colleges are provided additional (incentive) money based on the formula. The State of Wyoming did provide additional start-up money as part of the funding formula.

Technology Training - This past summer, three week-long workshops were offered to college faculty and staff at Northern Wyoming Community College District as well as community members on the application of technology in the workplace. Topics included PowerPoint, digital imaging, and incorporating video in presentations. Thirty-five participants were served through these offerings.

GE Common Courses - All of the Wyoming community colleges have reached agreement on the 16 hour unified core of common courses in General Education as part of the 32 hour transfer core to the universities in Wyoming. The remaining 16 hours in the core are determined by each community college, but a total of 32 semester credits transfer without question. At this time, the seven community colleges are awaiting a response from the universities prior to putting the agreement into effect.

DEADLINE EXTENDED

The deadline for submission of programs to be included in the NCIA monograph extending the ideas expressed in the *Breckenridge Experience: Reframing the Conversation about Student Success* (see June Newsletter for a copy of the paper) has been extended to September 15th.

Questions should be directed to Janet Portolan at Fullerton College (CA).

Phones: 714-992-7091 or 7094
E-mail: <jportolan@fullcoll.edu>

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In This Issue: Reports from Regions 6 & 7

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NCIA NEWSLETTER

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President's Message

At a recent conference, a keynote speaker asked how many student services people were in the audience. The woman sitting next to me whispered, "We should all be student services people." How true! As instructional administrators we don't often think of ourselves as student services people, but we are—or should be. So, beyond supporting student services requests for resources, how can an instructional administrator be a better student services professional?

Susan McBride
President

When I ask our student services staff what they are working on, retention is the first word out of their mouths. Retention is on all of our minds at this point in the semester. Theoretically we know that retention is a function of socio-cultural adjustment, financial resources, and academic preparation. To facilitate retention, support services are needed. We certainly must assist in making them possible. In addition, campus climate plays a major role. As instructional administrators there is much we can do to enhance campus climate.

Perhaps the easiest thing we can do is participate in student activities. Students love to see administrators, faculty, and staff at their meetings and events. When we show up they see us as real people, people who care about them and their development, people who want them to remain part of the college. If everyone on campus went to just one student event a year, it could make a real difference.

We can also encourage faculty to work with students to develop résumés. All students should do this. It will help them see how the activities they choose to participate in fit with their goals (transfer or work). Faculty in nearly every course can include comments about developing a résumé from the perspective of that discipline. This will help students connect course work to goals and will encourage them to develop the skills they need to be successful.

Another thing that instructional administrators can do to influence retention and campus climate is to focus on graduation. We can make sure graduation is a celebration that all on campus look forward to. We can help students set goals that include graduation and we can encourage them to attain those goals. We must make sure our students know what's necessary to graduate. We should talk to students about graduation both formally and informally.

The role of instructional administrator is a complex one with a great deal of responsibility for how students view the campus. Practice your student services professional skills and make your campus a place where students set goals, find support, and stay in school.

Susan A. McBride

<smcbride@acet.net>

Inside: Request for Nominations for National Board Positions. See Page 2

NOMINATIONS INVITED

The National Council of Instructional Administrators invites its members to nominate persons for vacancies on the NCIA Board. It meets three times each year (fall, spring, and summer) to conduct the business of the Council. Six positions on the Board will be filled by elections in February:

Region 1 Representative – Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont.

Region 3 Representative – Alabama, Florida, Georgia, Kentucky, Mississippi, Tennessee.

Region 5 Representative – Iowa, Kansas, Missouri, Nebraska, North Dakota, South Dakota.

Region 7 Representative – Arizona, Colorado, New Mexico, Utah, Wyoming.

Region 9 Representative – California, Hawaii.

At-Large Representative – Any of the 50 states.

Any member of the organization may volunteer to run or may nominate another member for the above positions. The requirements are:

1. Must be committed to the aims and objectives of NCIA and to the community college movement.
2. Must be a current member of NCIA.
3. Must submit a letter indicating a desire to serve.
4. Must submit a brief biographical sketch/resume.
5. Must submit a letter from the chief executive officer of the College indicating a commitment of institutional support for travel to three board meetings each year.

The ballot will appear in the February NCIA Newsletter. Announcement of the newly elected Board members is made before the annual NCIA meeting (held in conjunction with the AACC Annual Convention in April) where new Board members assume their positions on the Board. Nominations should be sent no later than January 8, 2001 to:

Don Yeager, Vice Chancellor, North Centers
State Center Comm. Coll. Dist., Madera Center
30277 Avenue 12
Madera, CA 93638

CALL FOR PAPERS

COMMUNITY COLLEGE JOURNAL OF RESEARCH AND PRACTICE

The *Community College Journal of Research and Practice (CCJRP)* is a peer reviewed archival forum which publishes papers from practitioners and scholars around the world in all academic disciplines and professions. The Journal solicits papers about developments being innovated and tested by those engaged in the study of community colleges and community college education. Essays explore problems and discuss issues in depth. Innovative projects reported are at the cutting edge of progress and provide insights into ways and means of improving the modern practice of community college education. Research papers published in the Journal are clearly rooted in solid analytical methodologies, whether qualitative or quantitative. All materials published in *CCJRP* serve as original contributions to the growing literature in the burgeoning field of community college education.

Timely reviews of subjects and books of interest to faculty, administrators, counselors, researchers, curriculum developers, scholars, and others will be considered for publication. All papers, including figures, tables, and references must conform to the specifications contained in the *Publication Manual of the American Psychological Association*, 4th edition, 1994. Papers that do not adhere to this style will be returned. All papers should contain an abstract (single-spaced on a separate page) which does not exceed 250 words. An original and two copies of each manuscript, which has not been published before, should be submitted to this address:

Dr. D. Barry Lumsden, Editor
Community College Journal of Research and Practice
University of North Texas
P.O. Box 311337
Denton, Texas 75203-1337

For additional information, contact Dr. Lumsden at:

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EXEMPLARY INITIATIVES WINNER

Below is one of the programs selected as winners in the 2000 Exemplary Initiatives competition sponsored by NCIA. Awards were made at the 2000 AACC meeting in Washington, DC.

Winner in the Category of Exemplary Initiatives in Enhancing Student Learning

Instructional Design Development Program
Cuyahoga Community College
Dr. Jerry Sue Thornton, President

Today's teaching—to borrow a phrase from the TV commercial—"Just isn't your father's Oldsmobile." Education now lives in a world light-years away from that of just a generation ago. In response to major changes in teaching-learning theory, the growing impact of technology, and new expectations of our students, Cuyahoga Community College has begun the large-scale infusion of modern instructional design skills among its faculty and staff—an eighteen-month, five-course certificate program for fifty participants. These participants will, in turn, mentor two others, leveraging the impact of the program.

It's a truism, of course, the nature of teaching and learning has changed! Most of us in community college teaching learned to teach by imitating how we ourselves were taught. In many instances, developing a lesson plan was as simple as opening the textbook to the table of contents and just working our way through to the end. Until now, the textbook has often governed our objectives, our pacing, and our presentation.

But the world has changed around us. Our students are to a large degree different, taking more control of their learning, choosing when and how they will learn. Students now want to learn not just in the classroom, but also at home or on the road. They want to learn at their own pace, in variable length courses, with or without an instructor. Similarly, the changing nature of learning theory has begun to move us into new relationships with our students and our subject matter. Technology has created a whole new range of options for the learner, putting more and better information (much of it digital) directly in their hands.

Cuyahoga Community College has sought to enhance the development and implementation of its technology infrastructure to support enterprise-wide initiatives and directions within the academic and administrative areas. In fact, since 1993 the College has invested more than $22 million dollars in new technology that has resulted in college-wide connectivity and Internet/intranet access for our students, faculty, and staff.

But we have discovered that leveraging technology really demands investing in people. Designing purposeful and effective instruction for our students, taking into account an almost bewildering array of variables, demands new skills. Technology can no longer be just an add-on; it must be fully integrated into the fabric of the instructional design throughout the curriculum. Faculty must learn both how to operate these new technological wonders and how best to employ them in the service of course objectives.

Thus, we have begun offering free of charge to fifty participants (faculty and some staff) a complete five-course certificate program in Instructional Design/ Technology beginning the week of January 18, 2000. A total of fifteen hours of graduate instruction will be delivered to the CCC campuses in a distance-learning format by Kent State University faculty. Five courses in instructional design theory and specific technologies have tentatively been identified: Instructional Design (basic), Designing Visuals, Instructional Design (advanced), Instructional Uses of the Internet, and Authoring Tools. Some will be offered by videoconference (VTEL), others over the Internet. Of great importance is the opportunity for faculty (most for the first time) to experience courses offered at a distance, creating new instructional models on which to draw.

Each of the fifty participants will then work as part of a development team to mentor two others to develop a deep and sustainable pool of expertise among faculty and staff. This development of a pool of faculty expertise in instructional design is the second of three essential components in leveraging CCC's significant expenditure on technology. First, the College has created at each campus an Academic Excellence Center (Faculty Resource Room) housing some of the most advanced technology. Available for faculty experimentation and development are high-end computers, scanners, digital cameras and camcorders, printers, audio and video editing equipment, books, and videos.

As faculty members develop their expertise in instructional design, however, we will add the third critical component—the faculty-mentoring network as the programmatic link that will tie it all together. As part of their acceptance of admission to the program, all participants agreed

not only to incorporate their learning into their own teaching, but also to mentor two other faculty members. Thus, we will be creating a large team of faculty and staff to build new curriculum. Among the elements of that team are the following:

- 50+ faculty and staff trained in instructional design
- The Campus Computer Consultant (one faculty member on each campus)
- Web Librarian (one faculty librarian on each campus)
- Graphics Designer (one on each campus)
- Student Support Team

As the program develops, evaluation will be conducted both by Cuyahoga Community College and by the faculty of Kent State University. Soon after the spring semester begins, the participants will meet with the Director of Faculty Development to plan the schedule for the remaining offerings and to set up the mentoring program to extend the learning to other faculty at the College. CCC will establish both formative and summative evaluations of the certificate program and the degree to which it impacts instruction, and a final report will be written at the end of the program. The Kent State faculty will also do an evaluation of the extent to which the principles of instructional design are integrated into the participants' own teaching and the degree to which participants are successful in mentoring others. Participation in KSU's evaluation was also made a condition of enrollment in the program. Based on the success of this program at CCC, Kent State will then offer this innovative, customized certificate program for other schools and colleges in Ohio.

This program will create a new locus of energy and excitement for curriculum innovation among faculty, and students at CCC will enjoy not only improved instruction, but also increased variety in the way in which they engage in and take control of their learning.

Contact Person: Dr. David M. Humphreys
(216) 987-3610

Full description of this program and the other 203 programs that were entered in the competition are found in the eleventh edition of the book, Community College Exemplary Initiatives, a series that is published annually by NCIA. This book was sent to all member colleges in November. Other winners of the 2000 competition will be featured in future issues of the newsletter.

Region 4 Report

Reports from Regional Representatives about political, economic, and academic issues within states and regions are featured in each issue of the Newsletter. This report comes from the Board of Directors Representative from Region 4, Jerry Weber, Vice President of Instructional Services at Heartland Community College in Illinois.

Region IV of NCIA includes six states. Listed ere are the states and the State Coordinator for each:

- ILLINOIS – Patricia Granados at Triton College
- INDIANA – David Bathe at Ivy Tech State College
- MICHIGAN – George Keith at Oakland Community College
- OHIO – Josephine Reed-Taylor at Minnesota Community and Technical College
- WISCONSIN – John Hamilton at Western Wisconsin Technical College

ILLINOIS

The Illinois Community College Online (ILCCO) project is under development. ILCCO will provide students with the opportunity to earn associate degrees and certificates from their home college by taking online courses from any participating college. The project will also provide assistance to faculty in developing and delivering online courses. The Illinois Community College Board coordinates this voluntary association of community colleges. ILCCO members will work with the North Central Association to develop accreditation. ILCCO aims to share resources, avoid duplicate course development costs, and compete in the looming online educational marketplace.

Implementation of the Workforce Investment Act (WIA) remains an important issue in Illinois. As in other states, the community colleges will also be expected to play a significant role in the WIA system since they are now regarded as the most prominent public providers of career education and adult basic skill development. Moreover, a somewhat related state issue has been a shift in adult education governance which recognizes the linkages with workforce development. After this transitional year, adult education will be administered through the Illinois Community College System. One of the reasons for this shift is the linkages with community colleges and workforce development.

Other issues for community colleges are retirements and enrollments patterns. The rapid turnover of faculty and staff through retirements is challenging some colleges to rethink their recruitment and orientation systems. Enrollments have stayed stable throughout the system; however, some colleges have faced declines in the face of the strong economy. Enrollment decreases seem to be strongest in part-time older students who are pressed by the current work market to forgo education.

INDIANA

The development of the Community College of Indiana continues to progress at a rapid pace. Ivy Tech State College and Vincennes University have successfully launched four pilot sites. Enrollment has increased substantially at these sites and additional sites are being planned for the next academic year.

The Community College of Indiana partners are working to develop a joint general education curriculum in the Humanities, Sciences and Social Sciences which will serve programs offered by both institutions. In addition, the partners are developing specific articulation agreements where comparable career programs exist in health, business, technology, visual communications, and public service areas. These efforts are projected to be completed by the end of the 2000-2001 academic year.

In addition to the community college development, Ivy Tech State College has established an agreement with ACT to establish testing and training sites at eight of its campuses. These centers will provide for the college to vastly expand its workforce certification efforts. Ultimately this new partnership will greatly enhance opportunities for testing, training, and certification to the citizens of Indiana.

The challenges presented to Indiana have become opportunities to better serve our residents.

MICHIGAN

As with many other states, the colleges in Michigan are busy with issues of outcomes and institutional effectiveness measures. In addition, concerns with career education in the state of Michigan and state reorganization for career education represent ongoing issues for colleges.

MINNESOTA

The colleges and universities in the Minnesota State Colleges and Universities are working on a regional basis to form partnerships to better serve students and their local communities. As an example, the 10 two-year colleges and the state university in the metropolitan Twin City area have formed the Metro Alliance. Their goal is to provide a metropolitan institution that functions as a single school through cooperation. The chief academic affairs officers are collaborating on academic programs, policies, and procedures that provide a seamless process for students.

The educational Internet market is expanding in two-year colleges in Minnesota. Many faculty are producing new online courses and programs, including working across colleges to offer an Associate in Arts degree online. In a related effort, faculty and administrators have been working collaboratively to develop policies and procedures governing intellectual property and anticipate having a process implemented by the end of this academic year.

Enrollment at the Minnesota State Colleges and Universities is again up this fall. The two-year colleges and state universities report an overall increase of 3.3% over fall 1999. The gain of 4,840 students brings the number of students enrolled to 152,933. During 1999 the System experienced the largest increase ever posted, a gain of 6.6%.

OHIO

OhioLINK, the Ohio Library and Information Network, won the National Cost Management Award from the American Council on Education (ACE) and the USA Group Foundation. This is the second national award the OhioLINK program earned in the last twelve months. In December 1999, OhioLINK received the Council of State Governments' (CSG) Innovations Award for its Electronic Journal Center at CSG's Annual Meeting and State Leadership Forum. OhioLINK is a consortium of libraries, begun in 1992, with electronic catalogs from 79 Ohio colleges and universities and the State Library of Ohio. It provides statewide access to a combined catalog of libraries, real-time library shelf status information for books and other items at all libraries, and statewide access to 98 research databases, among other features.

The Ohio Learning Network (OLN), which receives partial funding from the Ohio Board of Regents, continues to be a valuable resource for Ohio colleges and universities by providing resources to enhance the capacity and effectiveness of the use of technology in instruction and research. OLN provides a statewide clearinghouse for linking consumers to web-based courses and other instructional resources at Ohio's colleges and universities. In addition, OLN has negotiated statewide licenses for web-course development software, provided professional development opportunities, provided competitive funding for electronic course development and research and a forum for linking electronically based curriculum between PreK-12, two-year colleges, and four-year institutions.

For the second biennium, the State has required its two-year campuses to reduce their tuition by 5% through Access Challenge Grants. These grants are provided as an offset to tuition revenue. This is one of many initiatives to increase the college-going rate of Ohio citizens.

WISCONSIN

The Wisconsin Technical College System Virtual Campus initiative will begin an initial pilot phase in January of 2001. Currently, over 130 on-line courses are scheduled to be offered by 11 of the Technical Colleges.

The transfer of credit issue has advanced through the signing of an agreement between the Wisconsin Technical College System (WTCS) and the University of Wisconsin System which focuses on the development of five new completion degrees with the University System to accept graduates from the Technical College System. Each university within the system will retain its individual autonomy in the development of the degrees to meet the needs identified within its region as part of an overall state plan.

Issues surrounding the retirement of faculty and staff continue to be a significant part of the strategic planning of all of the colleges in the WTCS. In September, a statewide planning session was held to address the needs of an increasingly diverse population.

EDUCATIONAL PARTNERS – A VIRTUAL REALITY

A growing alliance of more than 85 community and technical colleges across the United States are working together with Franklin University to provide online bachelor's degree completion options to the place- and time-bound adult learners in their communities. The educational partnerships maximizes transfer credit by allowing students to complete two-thirds of the bachelor's degree requirements from their local community college, while completing the capstone courses (approximately 40 semester hours) via the internet from Franklin — allowing students to stay within their local community. Other benefits include compensation to the home college for support services provided to students, and the potential for increased enrollment, retention and graduation rates.

Franklin University has served the educational needs of Central Ohio working adults since 1902, and offers bachelor and master level degrees that are fully accredited by the North Central Association of Colleges and Schools.

"The Franklin University Community College Alliance is forward-looking and forward-thinking."

Dr. David Pierce
Former AACC President

"If anything, it's (Community College Alliance) enhanced our program. Students still come to on-campus classes. Now they have the option of earning the rest of their degree from their homes when it's convenient for them..."

Bill Headley
Director of Articulation & Transfer
Macomb Community College, MI

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Twelfth Annual Exemplary Initiatives Competition Reminder

Members are reminded that the 2000-2001 annual Exemplary Initiatives Awards competition deadline is February 5. The competition will highlight initiatives in the following categories:

I. Enhancing Student Success
(Exclusive of Developmental Education)
- Classroom Strategies
- Outcomes Assessment
- Staff Development
- Technology-Based Instruction

II. Workforce Development
- Vocationally Relevant Instructional Programs
- Business/Industry Training and/or Partnerships
- Internships/Job Shadowing

III. Developmental Education
New Models for Student Success in Adult Basic Education, General Education Degree, and English as a Second Language

IV. External Partnerships and Collaboration
(Exclusive of Workforce Development)
- Communities/Public Service Agencies
- K-12
- Colleges and Universities

V. Alternative Delivery
- Distance Education
- On-line Courses
- Fast Track Degree/Certificate Programs

This year's categories enable community colleges to showcase their most exciting and innovative initiatives in credit and non-credit instructional programs. Colleges may submit multiple entries, but only one category per entry. Full information will be mailed to CEO's of all two-year colleges shortly. Submissions should be mailed to Sharon Bradwish-Miller and postmarked no later than February 5, 2001.

Award winners will be honored and presented with a special plaque at the NCIA Celebration Breakfast during the AACC convention in Chicago in April 2001.

All official entries will be published in the Community College Exemplary Initiatives publication. This book, the twelfth annual volume, will be mailed to each member institution and provides a summary of the program, a contact person and other pertinent resource information. In addition, winners will be featured in the NCIA Newsletter.

Representatives from the winning programs may have the opportunity to present their Exemplary Initiatives at various national conferences through NCIA-sponsored sessions.

An entry form with full instructions on entering the competition is found on the next page. Entrants should photocopy this form rather than tear it out of the Newsletter.

For additional information regarding the Exemplary Initiatives Competition, contact Sharon Bradwish-Miller at the College of DuPage, 630/942-2316 or 2384, or via e-mail at <bradwish@cdnet.cod.edu>, or FAX at 630/942-3785.

NCIA Exemplary Initiatives Competition
Submission Form
(Credit and Non-credit Instructional Programs)

Deadline: February 5, 2001

SUBMISSION CATEGORY **Check One Only (select one category per initiative)** **Submit one form for each initiative**

( ) Enhancing Student Success
(Exclusive of Developmental Education)
- Classroom Strategies
- Staff Development
- Outcomes Assessment
- Technology-Based Instruction

( ) Developmental Education
- New Models for Student Success in Adult Basic Education, General Education Degree, and English as a Second Language

( ) Workforce Development
- Vocationally Relevant Instructional Programs
- Business/Industry Training and/or partnerships
- Internships/Job Shadowing

( ) External Partnerships and Collaboration
(Exclusive of Workforce Development)
- Communities/Public Service Agencies
- K-12
- Colleges and Universities

( ) Alternative Delivery
- Distance Education
- On-line Courses
- Fast Track Degree/Certificate Programs

(Please Type)

Exemplary Initiative Title: _____

College Name: _____

College Address: _____

_____

College Phone Number: [ ] _____

Chief Executive Officer: _____

Exemp. Initiative Contact Person: _____
(PRINT NAME) (SIGNATURE)

Office phone/extension: _____

Supervising Administrator: _____
(PRINT NAME) (SIGNATURE)

Office phone/extension: _____

Attach 1 copy of a narrative **not to exceed 1000 words**, to this cover sheet. No additional material will be reviewed. The narrative should be printed single-sided on standard 8 1/2 x 11 paper, one-inch margins on each side of each sheet; the typeface should be no less than 10 pts (12 pts preferred) and should be a normal office font (no script or decorative fonts). A 1,000 word narrative will fill approximately 2 sheets of paper. Please include a 3 _ inch diskette with the narrative in any IBM compatible word processing format (MS Word preferred).

Criteria by which initiatives will be evaluated:

- Initiative is innovative and creative
- Initiative could be adopted/adapted by other colleges
- Initiative can provide indication of success on campus

Please remember that the focus of the entry should be on initiatives and programs, not on particular individuals.

This form, the narrative, and entry fee should be sent to:
Sharon Bradwish-Miller
NCIA Director of Awards
College of DuPage
425 22nd Street
Glen Ellyn IL 60137-6599

Entry Fee:
- NCIA Member $40 per initiative
- Non-Member $150 per initiative

(Includes a one-year NCIA Institutional Membership)

Entry fees help defray the cost of the awards and the publication and circulation of the annual NCIA book officially recognizing all entries.

Checks should be made payable to: **NCIA Initiative Competition** (Federal Tax ID: 52-1162312)

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